

# Senior Sciences

Curriculum glossary — as at 14 July 2010

---

The following terms (key words and phrases) are sourced from the current suite of senior sciences syllabuses. Most words come from the standards matrixes. The descriptions help teachers understand the intent of the terms as they are used in these syllabuses. The descriptions complement the existing syllabus glossaries.

| Term                  | Description   |
|-----------------------|---|
| <b>Accurate</b>       | Precise, to the point; consistent with a standard   |
| <b>Appropriate</b>    | Fitting, suitable to the context  |
| <b>Challenging</b>    | Demanding and thought-provoking; usually involving less familiar or unfamiliar elements, high levels of synthesis and greater abstraction |
| <b>Clarify</b>        | Make clear; explain   |
| <b>Clearly</b>        | Plainly and openly, without ambiguity   |
| <b>Coherent</b>       | Rational with parts that are harmonious, well structured and that make sense  |
| <b>Complex</b>        | Relationships or interactions that have a number of elements, components or steps   |
| <b>Critical</b>       | Rationally appraising for logical consistency and merit   |
| <b>Directed</b>       | Following the instructions of the facilitator   |
| <b>Discriminating</b> | Perceptive and judicious; making judgments about quality  |
| <b>Effective</b>      | Meeting the assigned purpose  |
| <b>Efficient</b>      | Proficient and useful   |
| <b>Exploration</b>    | Examination and investigation   |
| <b>Familiar</b>       | Materials (including texts) or circumstances that have been the focus of learning experiences   |
| <b>Formulation</b>    | Devising something, often the construction of an idea or concept; to communicate something carefully using specific words                 |
| <b>Given</b>          | Known or provided   |
| <b>Guided</b>         | Work produced primarily in response to the facilitator's direction; under supervision   |
| <b>Informed</b>       | Having relevant knowledge; being conversant with the topic  |
| <b>Innovative</b>     | Novel, but not necessarily unique; often involving effective alternatives, modifications or changes to given information or routine tasks |
| <b>Isolated</b>       | One-off or unconnected  |
| <b>Partial</b>        | Attempted, with evidence provided, but incomplete   |
| <b>Plausible</b>      | Credible and possible   |
| <b>Range</b>          | The breadth of coverage, applicable to the context under study (also see <i>Variety</i> )   |

|                     |   |
|---------------------|---|
| <b>Reasoned</b>     | Logical and sound; presented with justification   |
| <b>Recognition</b>  | Identifying that an item, characteristic or quality exists  |
| <b>Refinement</b>   | Fine-tuning and modification; improvement and enhancement   |
| <b>Reflection</b>   | Consideration and evaluation  |
| <b>Related</b>      | Associated with or linked to  |
| <b>Relevant</b>     | Applicable and pertinent; has a direct bearing on   |
| <b>Reliable</b>     | Constant and dependable or consistent and repeatable  |
| <b>Researchable</b> | Able to be explored or analysed   |
| <b>Routine</b>      | Often encountered, previously experienced   |
| <b>Rudimentary</b>  | Simple or basic   |
| <b>Simple</b>       | Easy to understand and deal with; may concern a single or a basic aspect, few steps, obvious data / outcomes, limited or no relationships |
| <b>Superficial</b>  | Apparent and sometimes trivial  |
| <b>Supported</b>    | To give something greater credibility by being consistent with it or providing further evidence   |
| <b>Systematic</b>   | Methodical, organised and logical   |
| <b>Valid</b>        | Applicable, legitimate and defensible, able to be supported   |
| <b>Variety</b>      | A number of different modes or sources; a range   |