

# External Assessment subject report

Geography

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Queensland Curriculum and Assessment Authority  
PO Box 307 Spring Hill QLD 4004 Australia  
Level 7, 154 Melbourne Street, South Brisbane

Phone: +61 7 3864 0299

Email: [office@qcaa.qld.edu.au](mailto:office@qcaa.qld.edu.au)

Website: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

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# Introduction

Queensland is working towards a new system of senior assessment and tertiary entrance that will include:

- a model that uses school-based assessment and common external assessment
- processes that strengthen the quality and comparability of school-based assessment
- a move away from the Overall Position (OP) rank to an Australian Tertiary Admission Rank (ATAR).

In Semester 1 2016, the Queensland Curriculum and Assessment Authority (QCAA) trialled external formative assessments in five subjects to:

- provide an opportunity for schools to become familiar with the use of subject-based external assessments
- test our processes for delivering external assessments.

These assessments were:

- aligned to existing syllabuses
- an alternative to a task already being undertaken at participating schools
- developed in consultation with subject experts from schools, subject associations and universities
- administered under secure conditions and graded externally.

The trial involved:

- approximately 19 000 students from 249 schools
- five Year 11 subjects:
  - Chemistry
  - English
  - Geography
  - Mathematics B
  - Modern History.

In addition, more than 400 teachers took part in the online marking operation.

This report provides information on the *External Assessment Trial: Geography* assessment specifications, the sample responses and the performance characteristics of students.

The trial was conducted using the current syllabus, with Year 11 students and in a formative context. Commentaries and sample responses should be viewed in this context.

Electronic versions of the assessment are available online.

Claude Jones  
Director, Assessment and Reporting Division

# Overall commentary

The *External Assessment Trial: Geography* was a *data response test* developed by the Queensland Curriculum and Assessment Authority (QCAA) and conducted under supervised conditions. The assessment was completed by 236 students across 11 participating schools on Monday 6 June 2016. The majority of students responded using an online platform. A hardcopy stimulus was provided, as well as a hardcopy decision-making planning matrix for the final item.

The *data response test* was based on the *Geography Senior Syllabus 2007*. It addressed Focus unit 1: Responding to natural hazards, with a focus on tectonic hazards — specifically earthquakes and secondary hazards caused by earthquakes, including tsunamis. The subject matter explored the key questions and key ideas of the syllabus, as related to the unit focus.

The *data response test* consisted of four items and required students to read, analyse and interpret data from unseen stimulus sources to develop and support responses. Students were also required to evaluate alternative strategies using provided criteria to make and justify a decision. The items and stimulus sources focused on information relating to global tectonic hazards and information specific to South America and Chile.

- Items 1–3 assessed *Analytical processes*.
- Item 4 assessed *Decision-making processes*.
- Items 1–4 assessed *Research and communication*.

The stimulus material comprised 18 unseen sources and presented a range of specific geographic data, including thematic maps, tables and graphs of statistics, photographs, diagrams and text.

The *Geography Senior Syllabus 2007* objectives, which are described in the A–E standards, were used for making judgments about student achievement. An instrument-specific standards matrix was created by selecting specific objectives to be assessed across *Analytical processes*, *Decision-making processes* and *Research and communication* (Appendix 1).

In terms of student performance, statewide data of student results is evident in Figures 1–6. Students generally demonstrated a stronger performance in *Decision-making processes* and *Research and communication* than in *Analytical processes*.

Note that statistics in this report may be subject to rounding, resulting in totals not equal to 100 per cent.

Figure 1: Analytical processes

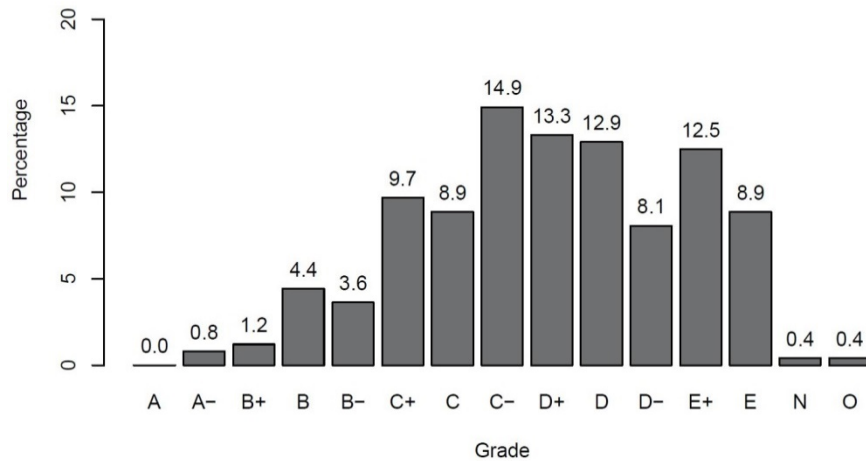


Figure 2: Analytical processes by gender

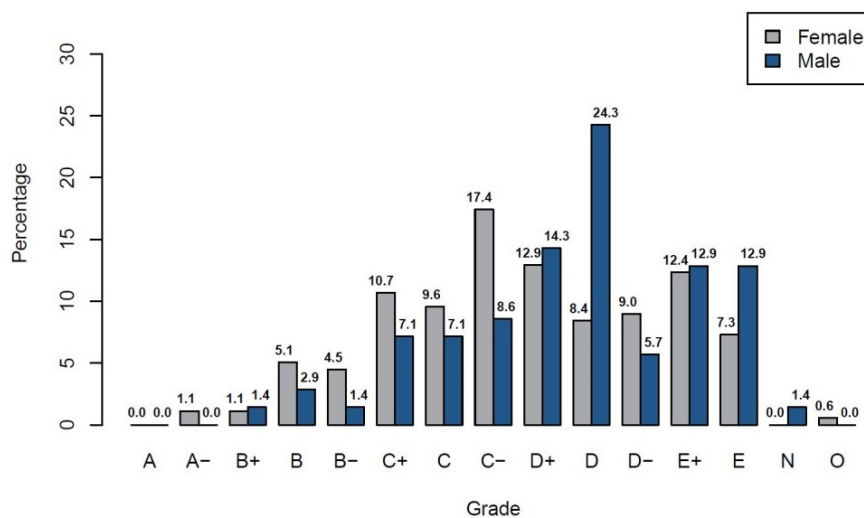


Figure 3: Decision-making processes

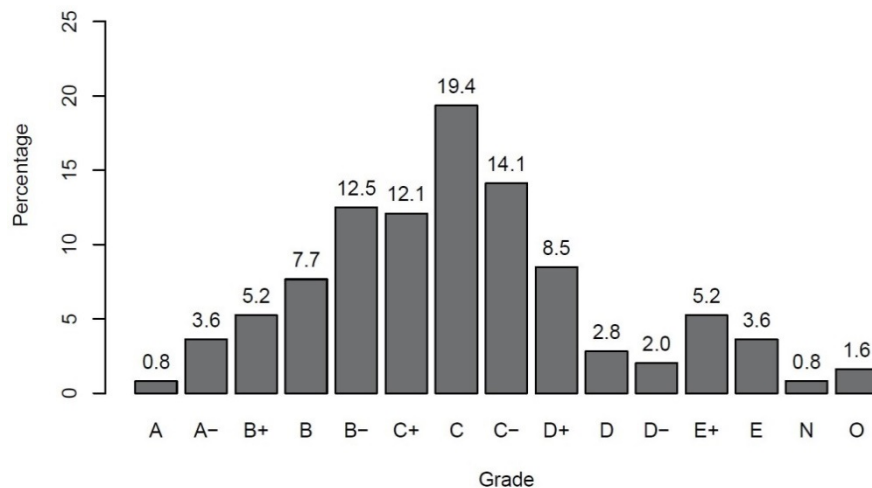


Figure 4: Decision-making processes by gender

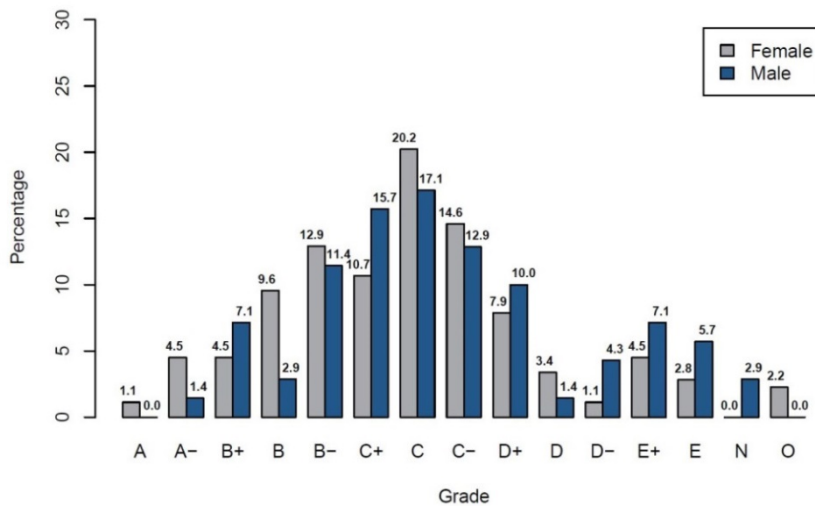


Figure 5: Research and communication

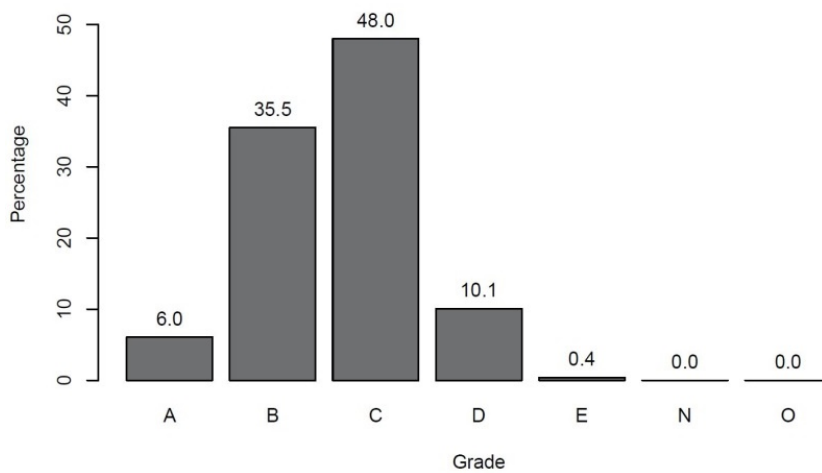
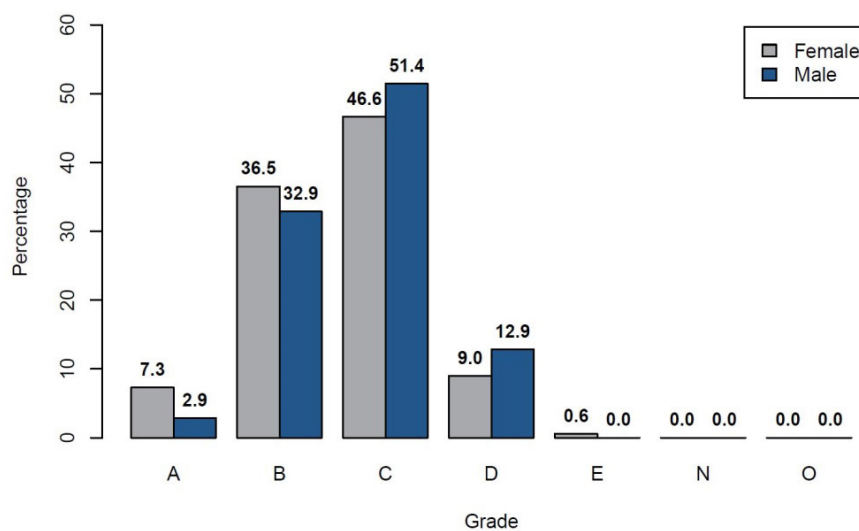


Figure 6: Research and communication by gender



# Sample responses and commentaries

This section provides a commentary on how student responses matched expected responses to the *data response test*. It highlights the strengths in particular questions and discusses aspects where students had less success and offers strategies to support teaching and learning.

Sample responses that model an appropriate response for each question have been provided on the following pages. Evidence from the responses included has not been corrected for grammar, spelling or factual accuracy. Responses provided are a sample of responses only, and are not necessarily exemplary responses.

## Areas of strength

- Many students developed responses that were clear and drew on geographic terminology.
- Most students demonstrated the application of *Decision-making processes* through their evaluation of alternative proposals and justification for their decision.
- High-scoring responses demonstrated:
  - an understanding and application of instructional terms such as ‘describe’, ‘explain’, ‘determine,’ ‘evaluate,’ ‘justify’
  - the ability to analyse, interpret and apply a range of geographical data and information to develop and support responses.

## Areas requiring development

- *Analytical processes* require a greater focus to ensure that students are equipped with data analysis and interpretation skills.
- Understanding of key terms such as ‘patterns’, ‘processes’, ‘simple and complex relationships’ and ‘anomalies’. Confusion between ‘patterns’ and ‘simple and complex relationships’ was evident in many student responses.
- Extrapolation of data and information — students experienced difficulty in extending the trends evident in the stimulus beyond the provided data and information.



# Item 1: Analytical processes

## Subject matter

Item 1 assessed *Analytical processes* and the general objective *Knowledge* through the identification and explanation of geographical patterns and processes. It required students to describe the global pattern of seismicity, and to explain the processes that contribute to this pattern with reference to Chile.

The cue instructed students to use specific data and refer to sources from the stimulus in their response. Students needed to refer to Source 1 to describe the global pattern of seismic activity. Source 2 could have been used to explain the general processes, which contribute to this pattern, including the impacts of subduction as experienced by Chile. Source 9 identified the plates and processes involved in the pattern of seismicity, as experienced by Chile and the South American continent.

## Commentary on student responses

A-standard responses offered *in-depth* identification and explanation of the global pattern and contributing processes with specific reference to Chile. To offer thorough coverage of this item several sources were often used to support responses, drawing explicitly on data and/or other information provided in the stimulus.

## Sample response

The global pattern of seismic activity is evident in Source 1, which shows that earthquakes and volcanoes primarily occur along tectonic plate boundaries. This pattern of seismic activity is also evident along the west coast of Chile (Sources 1 and 3). As the Nazca plate subducts below the South American plates, a trench is formed along the subduction zone (Source 2), which borders the west coast of Chile (Sources 3 and 9). The force of the subducting Nazca plate also causes the South American plate and therefore the continental crust above, to buckle and form a volcanic arc (Source 2). This tectonic movement leads to a pressure build-up. When this pressure is released, earthquakes and volcanic activity occur along Chile's coastline as shown in Sources 1 and 3.

Some student responses identified but did not describe the global pattern of seismicity. Students often referred to the 'ring of fire' but did not always explain this phenomenon, or attempted to explain its location by listing the countries it bordered rather than its location along tectonic boundaries.

Some responses did not refer to Chile to explain the geographical process associated with this pattern. Other responses did not explain the process, identifying subduction or the build-up and release of pressure as contributing to the pattern of seismicity, without articulating why and how these processes occur.

## Item 2: Analytical processes

### Subject matter

Item 2 assessed *Analytical processes* objective three: the identification and explanation of relationships. It required students to interpret and use Source 3 to explain the physical relationships associated with earthquake activity on the west coast of South America. The cue instructed students to use specific data and refer to Source 3 in their response. It also asked students to refer to other sources from the stimulus.

Source 3 focused on a specific section of the west coast of South America: it provided information on the location, magnitude and depth of earthquake activity, as well as frequency, in and parallel to Chile. Source 1 could have supported explanation of the relationships between these factors, with reference to the entire west coast of South America beyond what was shown in Source 3. Students could have drawn on Source 2 to support explanation of relationships, regarding where and how earthquake activity occurs in relation to trenches and subduction zones.

### Commentary on student responses

In Source 3, the slab depth profiles indicate that most earthquakes generally occur nearer the coast and at greater magnitude, because of their proximity to the subduction zone where the greatest build up and release of pressure occurs. For this reason, less earthquake activity occurs further from the subduction zone, at lesser magnitudes and greater depths, as the oceanic plate subducts and sinks beneath the continental crust.

At an A standard, students needed to *accurately* identify and *thoroughly* explain simple and complex relationships. Students who achieved this standard often drew on other sources to explain their statements: they demonstrated breadth and depth of understanding of the relationships in Source 3, by including relevant detail from other stimulus to develop their responses. An A standard also required accurate and thorough explanation of *anomalies*.

### Sample response

Slab depth profiles C and D show that when earthquakes occur between 0–200 km east of the trench, they have a focus depth of less than 69 km (Source 3). All earthquakes (shown on slab depth profiles C and D) recorded since 1960 with a magnitude greater than 8, have occurred within 200 km east of the trench (Source 3). As earthquakes occur further inland along Chile's west coast and away from the trench and subduction zones, the magnitude and frequency of occurrence decreases (Sources 2 and 3). In general, the focus depth increases, however shallow earthquakes continue to occur, but with reduced magnitude and frequency.

Whilst earthquakes are random events, Source 1 shows that they do not commonly occur at depths greater than 300 km. Therefore, the cluster of earthquakes shown in slab depth profile C are anomalous (Source 3). These earthquakes occur at depths of between 500–650 km and do not fit the general global pattern of seismic activity.

Many students attempted to identify anomalous data in Source 3, but could not explain this information. Generally, students who did so successfully referred to the cluster of earthquakes in profile C that occurred between 500 and 600 km. They drew on Source 1 to explain why these events were not only anomalous to Source 3, but the general pattern of seismicity along the west coast of South America.

Most students used Source 3 to respond to the item and identified location, magnitude and/or depth as related to earthquake activity and frequency. Often, however, responses did not explain the *relationships* between them: they stated where earthquakes occurred, their size, frequency and at which depths they occurred, without explaining and/or identifying the connections between

these factors. For example, some responses stated where earthquakes occurred with specific reference to depth and/or distance from the plate boundary. However, they did not explain the relationship between distance from the boundary and seismic activity; why earthquakes are more frequent at this location.

Many student responses to Item 2 also demonstrated a misunderstanding of 'patterns' and 'simple and complex relationships'. This was evident in student responses that explained global patterns of seismic activity (as required by Item 1) rather than relationships between factors such as frequency, magnitude, distance and depth.

## Item 3: Analytical processes

### Subject matter

Item 3 assessed *Analytical processes* objective two: interpretation and extrapolation of geographical information. It required students to determine the likely social, economic and physical impacts of the 2010 earthquake on *Santiago* — the capital city of Chile. To do so, they needed to extrapolate data and information provided on the stimulus material to determine how the impacts of the earthquake were likely to have affected Santiago, as evident in the source data.

The cue instructed students to use specific data and refer to Sources 3 and 6. These sources identified the location of Santiago in relation to the epicentre of the 2010 earthquake and the level of perceived shaking felt by the city. Much of the other stimulus material offered information relevant to this item, but did not provide explicit evidence for Santiago; extrapolation of information was required. Source 11 offered statistical information on social, economic and physical impacts nationally, from data on resulting deaths and injury to the reduction of Chile's GDP. Source 7 offered data on economic and physical impacts relating to national insurance claims for property damage across sectors. Sources 10, 12, 13, 15 and 16 specifically relate to infrastructure damage, particularly of residential properties. Source 4 provided evidence of effects on water supply in the city of Concepción.

### Commentary on student responses

Source 6 showed that the shaking from the 2010 earthquake felt in Santiago was severe, so physical and associated social and economic impacts would have been likely. As the capital city, students could have inferred that Santiago is a significant economic centre with considerable social infrastructure, including hospitals and public services coordination, each likely to be impacted by the 2010 earthquake.

At A standard, responses focused on the social, economic and physical impacts of the 2010 earthquake on Santiago, offering *insightful* interpretation and extrapolation of geographical information. In order to extrapolate, responses needed to demonstrate consideration of the stimulus material in relation to the distance of the Santiago from the epicentre and plate boundary; the shaking experienced by the city as a result of its location; and/or the city's status as the national capital.

### Sample response

As the capital of Chile, Santiago would be highly urbanised and therefore home to a large portion of the country's population. As a result, it would have key infrastructure and it is likely that emergency response services would be coordinated from here. Given that Santiago's location experienced severe shaking from the 2010 earthquake (Source 6), disruption to these services would have occurred to some extent. Other likely social impacts that could have occurred in Santiago include:

- damage or destruction to residential buildings, displacing people and possibly causing homelessness (Sources 10 and 11)
- damage to key infrastructure such as the water supply and sanitation services, potentially leading to health hazards including disease (Source 4)
- 130 hospitals were affected in total, therefore it is highly likely that hospitals in Santiago were affected and injured residents may not have received treatment. This could have resulted in permanent physical damage and even death for injured residents (Source 11).

Likely economic impacts include damage to commercial and industrial properties (Source 7),

and infrastructure, which would affect business and service operations in the capital, therefore reducing the country's GDP (Source 11).

As Santiago is located approximately 90km inland from the west coast of Chile (Source 6), it is likely that the physical impacts of the resulting tsunami would be far less than those observed at Talcahuano Harbour (Source 5). However, Source 3 shows that Santiago is located just north of the volcanic arc (Source 2) in a mountainous area. Therefore, given that Santiago experienced very strong shaking caused by the 2010 earthquake event (Source 6) it is likely that secondary hazards such as landslides could have occurred.

Students often categorised data directly from the stimulus as related to social, economic and physical impacts; however, many of these responses did not state the likely impacts of the earthquake on Santiago. As a result, evidence of extrapolation of geographical data from the stimulus (which predominantly focused on national statistics or other cities) to determine valid impacts was lacking. This was also the case for responses, which used the capital's name, but showed no interpretation of the data to determine impacts specific to Santiago.

## Item 4: Decision-making processes

### Subject matter

Item 4 assessed all three objectives for *Decision-making processes* — evaluation of alternative proposals, application of criteria to a decision and justification of a decision. It required students to evaluate two proposals for an emergency management plan in Chile's urban areas. To conduct the evaluation and determine and justify which proposal should be prioritised, students were provided with and required to use three decision-making criteria.

The cue instructed students to use specific data and refer to sources from the stimulus in their response. Sources 12, 13, 14 and 15 provided information on Proposal 1: building code compliance. Sources 7, 10 and 11 provided information relating to Criteria 1 and 2, as targeted by this strategy. Sources 17 and 18 provided information on Proposal 2: adoption of SMS alert and drill technology. Source 11 provided information on Criterion 1 as targeted by this strategy. Source 8 provided information about its potential efficiency and effectiveness — Criterion 3.

### Commentary on student responses

A-standard responses offered *comprehensive and thorough* evaluation of alternative proposals; *insightful and balanced* application of a *range of criteria appropriate* to the decision; and *well-reasoned and logical arguments* to justify the decision made. These responses offered breadth and depth in their examination of proposals against all three criteria, to support logical justification of a decision using relevant detail from a range of sources with high levels of understanding and deduction.

### Sample response

Students often made a decision and evaluated both proposals against a minimum of two criteria, using some information from the source materials to justify their responses. They did not always refer directly to data and sources. Students needed to more carefully read information on proposal one to better evaluate and apply the criteria: the strategy considered reinforcing reconstructed and new buildings, not demolishing infrastructure to build new properties. Some students chose to apply their own criteria to the decision, which affected their evaluation and judgments.

The Chilean National Emergency office is considering two proposals to mitigate the impacts of earthquakes on people, property and infrastructure. In order to determine which proposal should be prioritised for action, three criteria will be applied to evaluate each proposal.

Adobe houses are made from organic mud material (Source 12) and therefore lack the structural integrity to withstand the shaking caused by earthquakes. Source 13 highlights the structural weaknesses associated with adobe houses, particularly the failure of wall corners and roof collapses. Sources 10 and 11 provide additional evidence concerning the number of properties that were affected by the 2010 earthquake in Concepcion, and insurance claims after the event totalled 221,245 which was equivalent to more than \$4000 million (Source 7).

Given the above information, proposal one meets criterion one and criterion two for two reasons. Firstly, if strict building codes are applied, adobe houses would be much stronger as the frame and roof would be reinforced and better able to withstand earthquake tremors and shaking (Source 15), minimising the risk of housing collapses and therefore meeting both criteria one and two. Secondly, the building code will strengthen important buildings such as hospitals, waterworks and power plants to withstand earthquakes. This would reduce death caused by injuries and tertiary impacts such as disease caused by lack of water and sanitation services (Sources 4 and 14). Proposal one does not meet criterion three as construction takes considerable time and resources. Additionally, proposal one only applies to new or

reconstructed buildings, which means that buildings not undergoing reconstruction will not benefit. Therefore, proposal one cannot be implemented effectively and efficiently.

Proposal two is a two-pronged approach involving an earthquake warning system (ShakeAlert, Source 17) and an evacuation drill to be enacted by residents (Source 18). This proposal meets criterion one as the warning and drill provides residents with the opportunity to get to safety, therefore reducing death and injury. This proposal also meets criterion three as it is an easy process for residents to learn and engage in. Information can be distributed quickly to the public — with 91% of the population owning a mobile phone (Source 8) there is a very high level of accessibility, making implementation of proposal two effective and efficient. This proposal does not meet criterion two though, as it is concerned with the welfare of people and does not have any impact on reducing damage to property and infrastructure.

The most effective way to mitigate the impacts of earthquakes in Chile is to implement both proposals. However, it is proposal two that should be prioritised for action, as it can be implemented immediately, therefore reducing the loss of life and injury during the next earthquake event. Proposal one is a long-term strategy that requires significant time and resources to implement and therefore should be approached with this in mind.

Some student responses did not evaluate both proposals. Responses that only evaluated the proposal selected did not offer *some* evaluation of *alternative* proposals at D standard: they showed *some unconnected conclusions* about geographical problems at E standard. With some frequency, students did not make any decision — they did not select a proposal to prioritise — and so regardless of the evaluation offered, the qualities in their response matched E standard for objective two: *no decisions evident*.

# Items 1–4: Research and communication

## Subject matter

Items 1 to 4 assessed *Research and communication* objective two: expression using language and geographic conventions. It required students to provide responses in sentences, point form and paragraphs, using conventions for written communication. This included the accurate use of geographic terms, and reference to support material and data from the stimulus, to support responses.

## Commentary on sample responses

A-standard responses offered clear, concise and fluent expression, using accurate language and geographic conventions. On balance, these responses were precise and exact without ambiguity. They readily and consistently used geographic terminology, as well as data and information from source material that was suitable to context.

## Sample response

This sample response has been annotated to show how Criterion 4 is demonstrated.

**Key:** geographic terminology    reference to data and information in the stimulus

The world is divided by many tectonic plates that are always moving either against (converge), away from (diverge) or sliding (transform) past each other. This plate tectonic movement causes seismic activity across the Earth. As shown in Source 1, majority of earthquakes and volcanoes occur around the Pacific plate known as the Ring of Fire. The Ring of Fire ranges in earthquake depth from 0–69 km to 300+ km along plate boundaries (Source 1). Chile is a narrow country on the west coast of South America. The South American plate has seismic activity as deep as 300 km and magnitudes of 8.5 maximum (Source 1). This data is displayed from Source 1 and plate movement can be identified as a result of this seismic activity through friction of movements. There are many patterns of seismic activity along the plate boundaries as well as an increase of volcanoes along the plates. Since Chile is a part of the Ring of Fire it is only normal that Chile experiences such drastic seismicity.

Student responses often attempted to use relevant geographic terms across the items, but did not always do so with accuracy or clarity. Few responses used *no* terminology to articulate information. Direct reference to sources was not always evident, although the question book and cues for each item instructed students to use the stimulus and specific sources.

Given that most student responses were completed online, consideration was given to typing errors when applying the *Research and communication* criterion. Where typing errors did not distract or impede on meaning, students' achievements in the *Research and communication* criterion were not affected.



# Recommendations and guidance

The following advice will enable teachers to assist their students to demonstrate the standards to the best of their abilities.

- Teachers are encouraged to explicitly teach geographical terminology to ensure that students understand the difference between 'patterns', 'processes' and 'relationships'. This includes the difference between simple and complex relationships, using examples to illustrate.
- Students will benefit from opportunities to analyse and interpret data from a wide range of stimulus such as thematic and topographic maps, graphs, tables, images and diagrams.
- Teachers should explicitly teach map, graph and data interpretation as well as how to extrapolate provided data to logically extend the trends evident beyond the provided data.
- Teachers may find it useful to provide students with a copy of this report to indicate how the commentary relates to the *data response test* and work they may be doing in the future.

# Appendix 1: Instrument-specific standards matrix

	A	B	C	D	E
<b>The student work has the following characteristics:</b>					
<b>Analytical processes</b>	<ul style="list-style-type: none"> <li>in-depth identification and explanation of geographical patterns and processes</li> </ul>	<ul style="list-style-type: none"> <li>detailed identification and explanation of geographical patterns and processes</li> </ul>	<ul style="list-style-type: none"> <li>identification and explanation of some geographical patterns and processes</li> </ul>	<ul style="list-style-type: none"> <li>identification of simple geographical patterns and processes</li> </ul>	<ul style="list-style-type: none"> <li>identification of some simple geographical patterns</li> </ul>
	<ul style="list-style-type: none"> <li>insightful interpretation and extrapolation of geographical information</li> </ul>	<ul style="list-style-type: none"> <li>effective interpretation and extrapolation of geographical information</li> </ul>	<ul style="list-style-type: none"> <li>some interpretation and extrapolation of geographical information</li> </ul>	<ul style="list-style-type: none"> <li>superficial interpretation and extrapolation of geographical information</li> </ul>	<ul style="list-style-type: none"> <li>unsubstantiated geographical information</li> </ul>
	<ul style="list-style-type: none"> <li>accurate identification and thorough explanation of simple and complex relationships, including an anomaly</li> </ul>	<ul style="list-style-type: none"> <li>mostly accurate identification and significant explanation of simple and complex relationships</li> </ul>	<ul style="list-style-type: none"> <li>identification and explanation of simple relationships</li> </ul>	<ul style="list-style-type: none"> <li>identification of some simple relationships</li> </ul>	<ul style="list-style-type: none"> <li>relationships are inadequately identified or established</li> </ul>
<b>Decision-making processes</b>	<ul style="list-style-type: none"> <li>comprehensive and thorough evaluation of alternative proposals, strategies, solutions and plans</li> </ul>	<ul style="list-style-type: none"> <li>detailed evaluation of alternative proposals, strategies, solutions and plans</li> </ul>	<ul style="list-style-type: none"> <li>evaluation of alternative proposals, strategies, solutions and plans</li> </ul>	<ul style="list-style-type: none"> <li>some evaluation of alternative proposals, strategies, solutions and plans</li> </ul>	<ul style="list-style-type: none"> <li>some unconnected conclusions about the geographical problems</li> </ul>
	<ul style="list-style-type: none"> <li>insightful and balanced application of the range of appropriate criteria to the decision</li> </ul>	<ul style="list-style-type: none"> <li>effective and balanced application of appropriate criteria to the decision</li> </ul>	<ul style="list-style-type: none"> <li>application of some criteria to the decision</li> </ul>	<ul style="list-style-type: none"> <li>some connections to factors affecting the decisions</li> </ul>	
	<ul style="list-style-type: none"> <li>well reasoned and logical arguments to justify decisions</li> </ul>	<ul style="list-style-type: none"> <li>supported arguments to justify decisions</li> </ul>	<ul style="list-style-type: none"> <li>justification of decisions</li> </ul>	<ul style="list-style-type: none"> <li>decisions are stated without justification</li> </ul>	<ul style="list-style-type: none"> <li>no decisions evident</li> </ul>
<b>Research and communication</b>	<ul style="list-style-type: none"> <li>clear, concise and fluent expression, using accurate language</li> </ul>	<ul style="list-style-type: none"> <li>clear expression, using appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Mostly clear expression, using basic language clear expression, using basic language</li> </ul>	<ul style="list-style-type: none"> <li>unclear expression, using restricted language</li> </ul>	<ul style="list-style-type: none"> <li>obscure expression with little or no use of language</li> </ul>

## Appendix 2: Assessment glossary

This glossary guided teachers and students on the use of command verbs for assessment literacy.

Term	Definition
<b>accurate</b>	precise and exact; consistent with a standard, rule, convention or known facts
<b>acknowledge</b>	to express recognition or awareness of
<b>alternative solutions and/or procedures</b>	demonstration of more than one solution to a problem
<b>analyse</b>	consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
<b>apply</b>	carry out or use a procedure in a given situation
<b>appropriate</b>	fitting, suitable to the context
<b>assess</b>	make a judgment of value, quality, outcomes, results, size, significance, nature of or extent of (something)
<b>assessment instrument</b>	the tool or device used to gather information about student achievement
<b>assessment item</b>	a subset or part of an assessment instrument
<b>assessment task</b>	a particular type of assessment instrument, involving students applying and using relevant knowledge and theoretical and practical skills to create a product or a response to a meaningful problem or issue
<b>assessment technique</b>	the method used to gather evidence about student achievement, e.g. supervised test, investigation, project
<b>authentic assessment</b>	involves students applying and using relevant knowledge and theoretical and practical skills to create a product or a response to a meaningful problem or issue
<b>clear</b>	easy to understand, without ambiguity; explicit
<b>command verb</b>	in external assessment, command verbs instruct, or direct students as to the cognition required to complete a question. For example, the command verb 'analyse' requires something different to the command verb 'summarise'. Teachers need to ensure that they use command verbs in ways that are consistent with the particular meaning within their subject. For example, the verb 'evaluate' requires a different kind of response in Geography from that required in English
<b>complex</b>	consisting of multiple interconnected parts or factors
<b>comprehensive</b>	detailed and thorough, including all that is relevant, (of large content or scope)
<b>concise</b>	brief and to the point; succinct — without losing clarity or logic of argument or solution
<b>construct</b>	put together items or arguments
<b>content / subject matter</b>	the material outlined in a syllabus that should be taught to students
<b>detailed</b>	executed with great attention to detail

<b>Term</b>	<b>Definition</b>
<b>effective</b>	meeting the assigned purpose
<b>evaluate</b>	examine and judge the merit or significance of something, including processes, descriptions, relationships or data, according to criteria
<b>explain</b>	provide additional information that demonstrates understanding and reasoning; present a meaning with clarity, precision, completeness, and with due regard to the order of statements in the explanation
<b>extrapolation</b>	logical extension of trends or tendencies beyond the information/data given
<b>fluent</b>	flowing smoothly and easily; graceful
<b>general objectives</b>	objectives specified in the syllabus that the school is intended to pursue directly and for which student achievement is assessed by the school
<b>identify</b>	to distinguish, isolate; to locate and recognise
<b>in-depth</b>	with thorough coverage
<b>insightful</b>	perceptive, demonstrating high levels of understanding; understanding relationships in complex situations; informed by observation and deduction
<b>interpretation</b>	to expound the meaning of; to render clear or explicit
<b>justify</b>	provide sound reasons or evidence to support a decision; soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true
<b>logical</b>	rational and valid; internally consistent
<b>planning</b>	devising a procedure for accomplishing some task
<b>range</b>	a number of different things of the same general type; breadth
<b>reasoned</b>	logical and sound; presented with justification
<b>refer</b>	direct attention, as a reference mark does
<b>respond</b>	answer; give a reply in words
<b>select</b>	choose in preference to another or others
<b>significant</b>	important in effect or meaning
<b>simple</b>	easy to understand and deal with; may concern a single or basic aspect, or limited to no relationships
<b>state</b>	declare definitely or specifically
<b>superficial</b>	apparent and sometimes trivial; lacking in depth
<b>supported</b>	given greater credibility by providing evidence
<b>syllabus</b>	a document that prescribes the curriculum for a course of study for schools and includes standards of learning and standards of assessment
<b>thorough</b>	demonstrating depth and breadth, inclusive of relevant detail
<b>unclear</b>	not clear or distinct; not easy to understand; obscure
<b>Source:</b> Queensland Curriculum and Assessment Authority	