Question verbs and activities

## Introduction

This document is part of the [Stage 6 Literacy in context – Writing](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/stage-6-literacy-in-context-writing) resource. It provides 2 learning activities that use and adapt the [NESA glossary of HSC key words](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords) to support students development of writing.

It is recommended that teachers visit the NESA glossary page and read through the introduction before working with the definitions.

These activities can be used several times throughout the teaching and learning cycle. Teachers should avoid introducing all the question verbs in one lesson. The activities may be revisited as sets of question verbs are introduced.

* [Activity 1](#_Activity_1)
* [Activity 2](#_Activity_2)
* [Question verbs](#_Question_verbs).

## Activity 1

### Instructions:

* Students are provided with the question verb and a formal definition.
* Students can develop their own, informal, definition of the question verb.
* Students could include an example of an HSC question containing that verb.
* To support this, students could use the [NESA past HSC papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers).
* Students should consider, if they encounter this question word in another subject, will it be asking for the same or different information.
* [Question verbs](#_Question_verbs).

## Activity 2

### Instructions:

* Teachers can provide these questions to students.
* Teachers could scaffold answers to support student engagement and achievement.
* This activity supports vocabulary and concept revision.

1. Choose one of the question verbs that you have investigated. Use that verb to create a question based on the topic that you are currently working on.

1. Outline a draft answer to your question.

1. In pairs, exchange questions and write a brief outline of how you would respond to a question created by your peer.

1. Provide your written response to the person who wrote the question.
2. Was the question that you created answered sufficiently by your peer? What did they do well? What could they improve on?

## Question verbs

### Account

**State reasons for, report on. Give an account of, narrate a series of events or transactions.**

Your definition:

Example question:

### Analyse

**Identify components and the relationship between them; draw out and relate implications.**

Your definition:

Example question:

### Apply

**Use, utilise, employ in a particular situation.**

Your definition:

Example question:

### Appreciate

**Make a judgement about the value of.**

Your definition:

Example question:

### Assess

**Make a judgement of value, quality, outcomes, results or size.**

Your definition:

Example question:

### Calculate

**Ascertain or determine from given facts, figures or information.**

Your definition:

Example question:

### Clarify

**Make clear or plain.**

Your definition:

Example question:

### Classify

**Arrange or include in classes or categories.**

Your definition:

Example question:

### Compare

**Show how things are similar or different.**

Your definition:

Example question:

### Construct

**Make, build, put together items or arguments.**

Your definition:

Example question:

### Contrast

**Show how things are different or opposite.**

Your definition:

Example question:

### Critically (analyse or evaluate)

**Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse or evaluate).**

Your definition:

Example question:

### Deduce

**Draw conclusions.**

Your definition:

Example question:

### Define

**State meaning and identify essential qualities.**

Your definition:

Example question:

### Demonstrate

**Show by example.**

Your definition:

Example question:

### Describe

**Provide characteristics and features.**

Your definition:

Example question:

### Discuss

**Identify issues and provide points for and/or against.**

Your definition:

Example question:

### Distinguish

**Recognise or indicate as being distinct or different from; to note differences between.**

Your definition:

Example question:

### Evaluate

**Make a judgement based on criteria and determine the value of.**

Your definition:

Example question:

### Examine

**Inquire into.**

Your definition:

Example question:

### Explain

**Relate cause and effect, make the relationships between things evident, provide why and/or how.**

Your definition:

Example question:

### Extract

**Choose relevant and/or appropriate details.**

Your definition:

Example question:

### Extrapolate

**Infer from what is known.**

Your definition:

Example question:

### Identify

**Recognise and name.**

Your definition:

Example question:

### Interpret

**Draw meaning from.**

Your definition:

Example question:

### Investigate

**Plan, inquire into and draw conclusions about.**

Your definition:

Example question:

### Justify

**Support an argument or conclusion.**

Your definition:

Example question:

### Outline

**Sketch in general terms, indicate the main features of.**

Your definition:

Example question:

### Predict

**Suggest what may happen based on available information.**

Your definition:

Example question:

### Propose

**Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.**

Your definition:

Example question:

### Recall

**Present remembered ideas, facts or experiences.**

Your definition:

Example question:

### Recommend

**Provide reasons in favour.**

Your definition:

Example question:

### Recount

**Retell a series of events.**

Your definition:

Example question:

### Summarise

**Express, concisely, the relevant details.**

Your definition:

Example question:

### Synthesise

**Putting together various elements to make a whole.**

Your definition:

Example question: