Rossmoyne Senior High School

### Humanities and Social Sciences

## 2019 Course Outline

**Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher’s** **Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Year 9 HASS

# Parent and Student Information Booklet



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A March past of Australian ANZAC soldiers during Peace Celebrations in Sydney

Date: 1919 Photographer: Sydney Morning Herald and Sydney Mail; Id number: H16146 ights Info: No known copyright restrictions. This photograph is from the Australian War Memorial's collection [www.awm.gov.au](http://www.awm.gov.au/) Persistent URL: [cas.awm.gov.au/item/H16146](https://cas.awm.gov.au/item/H16146) accessed 29/11/2013

Country Alpine Mountain Stream

Kathie Nichols, Stock Photo Graphical Resources Free Photographs and Graphs for Education

[**https://www.dreamtime.commountain-stream-victoria-australia-country-alpine-country-42284219.jpg**](https://www.dreamtime.commountain-stream-victoria-australia-country-alpine-country-42284219.jpg)accessed 17/12/2014

Last Update: November 2018

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**IMPORTANT INFORMATION**

This syllabus is effective from 2019

Users of this syllabus are responsible for checking its currency.

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# Overview

Dear Parent/Guardian and Student,

The Humanities and Social Sciences Learning Area provides opportunities for students to acquire the knowledge, skills and values to become active citizens in a rapidly changing world. During the course of the Lower School Humanities and Social Sciences Program, students will develop an understanding of how and why individuals and groups live together and interact with their environment. This will involve developing a respect for our cultural heritage, a commitment to social justice, the democratic process and ecological sustainability.

## Monitoring Progress

Students are encouraged to record their Humanities and Social Sciences results in the Student Record of Achievement on page 10 of this document. This provides parents with the opportunity to monitor their child’s progress and contact the classroom teacher if there are any issues of concern that need addressing. Teachers will likewise contact parents when necessary.

## Upper School Courses of Study

The knowledge, skills and values acquired during the Lower School Program will equip students to successfully complete studies in the following Upper School Courses of Study:

* ATAR Accounting and Finance
* ATAR Economics
* ATAR History
* ATAR Geography
* ATAR History
* ATAR Politics and Law
* Certificate III Business

Please read the remainder of the booklet to familiarise yourself with the whole program being offered by the Humanities and Social Sciences Learning Area.

# Course Outline Schedules for Years

# 9 & 10

Humanities and Social Sciences courses at Rossmoyne follow the mandated curriculum for the planning, assessment and reporting of student progress in Western Australia, as prescribed by the Western Australian Curriculum and Assessment Outline.

Each grade will be based on the courses below.

|  |  |  |
| --- | --- | --- |
|  | **Year 9 – 2019** | **Year 10 - 20120** |
| **Semester 1** | **Term 1** |
| **History*** The Industrial Revolution (1750 – 1914)
* World War I (1914 – 1918)
 | **History*** World War II (1939 – 1945)
* Rights and Freedoms (1945 – present)
 |
| **Term 2** |
| **Civics & Citizenship*** Our democratic rights
 | **Civics & Citizenship*** Justice at home and overseas
 |
| **Semester 2** | **Term 3** |
| **Economics & Business*** Australia and the Global Economy
 | **Economics & Business*** Economic performance and living standards
 |
| **Term 4** |
| **Geography*** Biomes and food security
* Geographies of interconnections
 | **Geography*** Environmental change and management
* Geographies of Human Wellbeing
 |

Research skills will be included in all courses and not be reported separately.

# Year 9 Course Outline

## Term 1 History

|  |  |
| --- | --- |
| **Week** | **Key teaching points** |
| **1** | **Historical Concepts*** Perspectives
* Empathy
* Continuity and Change
* Significance
* Cause and Effect
* Contestability
* Evidence

**The Making of the Modern World*** The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (e.g. the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia
 |
| **2** | * The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (e.g. the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia
 |
| **3** | * The population movements and changing settlement patterns during the Industrial Revolution
 |
| **4** | * The experiences of men, women and children during the Industrial Revolution, and their changing way of life
 |
| **5****(Long weekend)** | * The experiences of men, women and children during the Industrial Revolution, and their changing way of life
* The short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication
 |
| **6****(A1)** | **World War I*** The causes of World War I and the reasons that men enlisted to fight in the war
 |
| **7** | * The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign
 |
| **8** | * The impact of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate
 |
| **9****(A2)** | * The commemoration of World War I, including debates about the nature and [significance](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/significance) of the ANZAC legend
 |
| **10** | * The commemoration of World War I, including debates about the nature and [significance](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/significance) of the ANZAC legend
 |

## Term 2 Civics & Citizenship

|  |  |
| --- | --- |
| **Week** | **Key teaching points** |
| **1** | **Civics & Citizenship Concepts*** Democracy
* Democratic values
* The Westminster system
* Justice
* Participation
* Rights and responsibilities

**Our Democratic Rights*** The role of political parties, and independent representatives in Australia’s system of government, including the formation of governments
 |
| **2** | * The role of political parties, and independent representatives in Australia’s system of government, including the formation of governments
 |
| **3** | * How citizens’ choices are shaped at election time (e.g. public debate, media, opinion polls, advertising, interest groups, political party campaigns)
 |
| **4** | * How social media is used to influence people’s understanding of issues
 |
| **5****(A1)** | * The key features of Australia’s court system and the role of a particular court (e.g. a supreme court, a magistrates’ court, the Family Court of Australia) and the types of cases different courts hear
 |
| **6** | * How courts apply and interpret the law, resolve disputes, and make law through judgments (e.g. the role of precedents)
 |
| **7****(A2)** | * The key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal
 |
| **8** | * The factors that can undermine the application of the principles of justice
* (e.g. bribery, coercion of witnesses, trial by media, court delays)
 |
| **9** | * The factors that can undermine the application of the principles of justice
* (e.g. bribery, coercion of witnesses, trial by media, court delays)
 |
| **10** | **FINISH OFF WEEK** |

## Term 3 Economics & Business

|  |  |
| --- | --- |
| **Week** | **Key teaching points** |
| **1** | **Economics and Business Concepts*** Definition
* Scarcity
* Making choices
* Specialisation and trade
* Interdependence
* Allocation and markets
* Economic performance and living standards

**Australia and the Global Economy*** The role of the key participants in the Australian economy, such as consumers, producers, workers and government
 |
| **2** | * Australia’s interdependence with other economies, such as trade and tourism, trade links with partners in the Asia region, and goods and services traded
 |
| **3** | * Why and how participants in the global economy are dependent on each other such as transnational corporations in the supply chains and the impact of global events on the Australian economy
 |
| **4** | * Why and how participants in the global economy are dependent on each other such as transnational corporations in the supply chains and the impact of global events on the Australian economy
 |
| **5****(A1)** | * Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as the use of differing investment types
 |
| **6** | * The way consumers protect themselves from risks, such as debt, scams and identity theft
 |
| **7** | * The nature of innovation and how businesses seek to create and maintain a competitive advantage in a market including the global market
 |
| **8****(A2)** | * The nature of innovation and how businesses seek to create and maintain a competitive advantage in a market including the global market
 |
| **9** | * The way the work environment is changing in contemporary Australia and the implication for current and future work
 |
| **10** | **FINISH OFF LESSON** |

## Term 4 Geography

|  |  |
| --- | --- |
| **Week** | **Key teaching points** |
| **1** | **Geography Concepts*** Space
* Place
* Interconnection
* Change
* Environment
* Scale
* Sustainability

**Biomes and Food Security*** The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity
 |
| **2** | * The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity
 |
| **3** | * The ways that humans, in the production of food and fibre, have altered some biomes (e.g. through vegetation clearance, drainage, terracing, irrigation)
 |
| **4****(A1)** | * Environmental, economic and technological factors that influence crop yields in Australia and across the world (e.g. climate, soils, landforms, water resources, irrigation, accessibility, labour supply, agricultural technologies)
 |
| **5** | * Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change for Australia and the world
 |
| **6** | * The effects of anticipated future population growth on global food production and security; the capacity for Australia and the world to achieve food security; the implications for agriculture, agricultural innovation and environmental sustainability
 |
| **7****(A2)** | **Geographies of Interconnections*** The perceptions people have of place, and how these influence their connections to different places
* The way transportation, and information and communication technologies are used to connect people to services, information and people in other places
 |
| **8** | * The ways that places and people are interconnected with other places through trade in goods and services, at all scales
 |
| **9** | * The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places
 |
| **10** | **FINISH OFF WEEK** |

## Skills

Developed over the course of the year

|  |
| --- |
| **SKILLS TO BE DEVELOPED DURING THE YEAR** |
| **General** |
| Research and Questioning | * Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives
* Construct a range of questions, propositions and/or hypotheses
* Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork
* Select the best method for recording selected information and/or data
* Identify differences in terms of origin and purpose between primary sources and secondary sources
* Use appropriate ethical protocols to plan and conduct an inquiry
 |
| Analysing | * Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question
* Interpret information and/or data to identify key relationships and/or trends displayed in various formats
* Identify points of view/perspectives, attitudes and/or values in information and/or data
* Translate information and/or data from one format to another
* Apply subject-specific skills and concepts in familiar and new situations
 |
| Evaluating | * Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships
 |
| Communicating and Reflecting | * Represent information and/or data using appropriate formats to suit audience and purpose
* Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources.
* Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena
 |
| **Subject specific** |  |
| Geography | * Application of the 7 key concepts of Geography
* Data interpretation
* Short answer responses
* Topographical and Image mapping skills
* Research skills
 |
| Economics & Business | * Data interpretation
* Short answer responses
* Extended answer responses
* Research skills
 |
| History | * Timelines
* Source analysis (message, perspective, compare and contrast, purpose, context)
* Research skills
* Extended answer responses
 |
| Civics & Citizenship | * Short answer responses
* Extended answer responses
* Research skills
 |

# Assessment Policy

Throughout the year, students will have the opportunity to demonstrate their understanding of the course knowledge and skills through different types of assessments such as;

* research tasks
* in-class essays or extended answer questions
* in-class tests
* class participation in discussions and other activities

Students are encouraged to record their results on the Student Record of Achievement below.

## Assessment Structure

|  |  |
| --- | --- |
| **SEMESTER 1** | **SEMESTER 2** |
| **History*** In class test
* Inquiry task
 | **Economics and Business*** In class test
* Inquiry task
 |
| **Civics & Citizenship*** In class test
* Inquiry task
 | **Geography*** In class test
* Inquiry task
 |

|  |  |  |
| --- | --- | --- |
| **Semester 1** |  | **Semester 2** |
| **Date** | **Assessment** | **Result** |  | **Date** | **Assessment** | **Result** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

## Student Record of Achievement

## Absent for an Assessment

It is the student’s responsibility to request an extension from the teacher prior to the due date and keep the teacher informed of progress. Where a student fails to submit the task even after the newly agreed date, the parent will be contacted and the student may be required to complete the task during Detention.

* There will be a 5% reduction per working day for late out of class assessments when not satisfactory explanation has been provided.
* Students who miss an in-class assessment task may receive a mark of 0 for non-attendance where no satisfactory explanation has been provided.

Please refer to the Assessment Policy at Rossmoyne SHS’s website for further information:

[http://www.rossmoyne.wa.edu.au/about-us/policies/assessment-and-reporting-policy/](https://webmail.det.wa.edu.au/owa/redir.aspx?SURL=I5yNbNKoVDA0FpCpdfNzg66Ar_cIThYBRpkv14-x7H7F8tqW5xTUCGgAdAB0AHAAOgAvAC8AdwB3AHcALgByAG8AcwBzAG0AbwB5AG4AZQAuAHcAYQAuAGUAZAB1AC4AYQB1AC8AYQBiAG8AdQB0AC0AdQBzAC8AcABvAGwAaQBjAGkAZQBzAC8AYQBzAHMAZQBzAHMAbQBlAG4AdAAtAGEAbgBkAC0AcgBlAHAAbwByAHQAaQBuAGcALQBwAG8AbABpAGMAeQAvAA..&URL=http%3a%2f%2fwww.rossmoyne.wa.edu.au%2fabout-us%2fpolicies%2fassessment-and-reporting-policy%2f)

## Homework and Study

Students will need to spend time working on their Humanities and Social Sciences learning out of school hours.

This may take one of the following forms:

* A set task to be completed by a certain date
* General review of material covered in class
* Revision for an in class assessment
* Conducting research
* Completing tasks which cannot be completed in class e.g. local area study

The amount of time students should be spending on their Humanities and Social Sciences learning should fit within the parameters set by the school for each year group for all subjects.

## Monitoring and Reporting Progress

Teachers will monitor student progress and report in the following ways:

* Marking of assessment tasks
* Communication through SEQTA
* Parent Evening
* Semester 1 and 2 reports
* Letters of Commendation and Concern
* Telephone calls and/or e-mails

## Achievement Targets

Students aiming to successfully proceed into Modern History, Economics, Geography, Accounting & Finance, Psychology and Politics & Law courses should be achieving B grades or better.

## Plagiarism

Plagiarism is presenting work that is not your own. To avoid this situation, students need to ensure that they:

* Take **key points** from sources rather than ‘cut and paste’
* Label notes with the references used
* Maintain a detailed **bibliography**
* Develop their **own findings** regarding the topic based on research

**Students who plagiarise may have marks deducted or not receive any credit for the task.**

# Competitions and Activities

The Humanities and Social Sciences Learning Area has a strong focus in providing students with opportunities to participate in a wide range of competitions and activities. Some examples are:

### HASS Week

A week of showcasing studies undertaken in Humanities and Social Sciences. Activities introduced in class time and available at break times.

### HASS Competitions Crew

Students in years 7 to 10 are invited to participate in a club that allows them to explore the area of Humanities through the lens of participating in HASS Competitions throughout the year. This co-curricula extends students to develop skills and contributes to building an academic portfolio

### Cultural Activity Day Year 9

Students will be given the opportunity to experience the different arts and traditions of a range of cultural activities from around the world from Chinese calligraphy to Indigenous culture

### ASX School Share-Market Game

Students participate in an online virtual share market game. Students develop a range of skills including decision making in an ever-changing environment.

### Premier's Anzac Tour

Students prepare a five minute oral presentation on an ANZAC related topic to a panel of RSHS Humanities and Social Sciences teachers. One student from each age category continues to a district level and a possibility of being selected for a trip of a lifetime to a World War I or a World War II location with the other state winners.

### National History Challenge

The National History Challenge encourages inquiry-based learning, the use of primary and secondary sources and offers a variety of presentation styles that can cater to individual learning preferences. Students are the historians, they can investigate their community, explore their family’s past, major events, new ideas or historical theories.

### Australian Geography Competition

Students complete a multiple-choice test, which can lead all the way to an interstate or international competition. All entrants will receive a certificate informing them of the level they have achieved.

### SCRAM

The Schools Conflict Resolution and Mediation Competition is available as a co-curricula activity for Year 9’s and 10’s to undetake. Students learn about mediation through role play based scenarios. Student’s who undertake this competition develop communication and leadership skills

### Mock Trials

Students participate in simulated court cases in which teams contest a fictitious WA legal matter presented in the West Australian court system. The cases are presented by two teams – a prosecution/plaintiff team and a defence team – made up of students playing the roles of barristers, solicitors, witnesses and court officials. The Inter-School Mock Trial Competition provides an enjoyable, dynamic way of introducing students to the law.

**Other competitions and activities may also be offered to enhance student learning.**

# Awards

At the end of the year, the most outstanding student in Year 7, 8, 9 and 10 will receive one of the following Humanities and Social Sciences medals:

* Year 7 - C. Y. O’Connor Medal
* Year 8 - Yagan Medal
* Year 9 - Dorothy Tangney Medal
* Year 10 - John Curtin Medal

Teachers will invite students who have performed at the highest level (90%+) in their Humanities and Social Sciences studies to submit a portfolio reflecting their progress throughout the year.

The portfolio should contain:

* Documentation of co-curricula relevant to Humanities and Social Sciences
* Documentation that reflects active citizenship in the school environment and beyond in accordance with the principles and values associated with the democratic process, social justice and ecological sustainability

# Lower School Subject Electives

|  |
| --- |
| **Year 9** |
| Financial Management |
| **Year 10** |
| Accounting & Entrpreneurship | Law & Commerce |
| Critical Thinking | International Toursim |
| Psychology in Action | Criminal Investigation |

# Upper School Courses

Successful completion of the Year 7 – 10 programs will provide an excellent platform for selecting the following upper school courses.

## Economics

The Economics course provides the knowledge and develops the skills of reasoning, logical thinking and interpretation that are demanded by business and government. Topics are taught within the real world context of the retail market, stock market, labour market and international markets. Macroeconomics and the government’s role in the economy are explored. Issues such as economic growth, inflation, unemployment, income distribution, business strategy, and international relations, global markets and economic policy are considered and financial literacy skills are developed.

Students learn the language of economics and the use of theories and models to explain and interpret economic events and issues.

## Geography

Some of the areas studied in upper school include natural hazards, resources, urban planning and climate change. By exploring their impact and proposed solutions for sustainable development whilst meeting environmental, economic and community needs, students should develop knowledge, skills and understandings that enables them to live and work in a rapidly changing world.

## History

The Modern History course fosters students’ skills through analysing information and using evidence to develop a strong coherent argument. Students are encouraged to question and evaluate historical sources, representations, interpretations and versions of history. Historical studies help students to use critical thinking skills as they compare and contrast information, detect inconsistencies in details, recognise manipulation of evidence, note one-sided presentation of material and evaluate degrees of accuracy in sources.

## Politics & Law

Democracy requires involvement. An essential part of life in the 21st century is an understanding of the framework of politics and law in this society so that students will be able to participate in the processes which will, in turn, empower them to make informed choices.

The knowledge, skills and values examined by the course allow students to become informed, active participants in the political and legal decisions that affect their lives and the future of their communities.

## Psychology

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. Students will look at a range of psychological concepts including biological bases of psychology, personality theory, intelligence theory, social psychology, ethics, scientific investigation, developmental psychology and communication. ​

## Accounting and Finance

Accounting provides students with an understanding of concepts and procedures needed to process the financial records of a small business. The course includes some computerised accounting. The knowledge and skills gained in this course are useful for careers in accounting, marketing, management and finance.

## Certificate II/III in Business

The Business course covers a range of business subjects including word processing, spread sheets, designing organisational documents, mail procedures, preparing and processing accounts and processing and maintaining workplace information.

Students develop relevant technical skills, vocational and interpersonal competencies suitable to employment and further training in business as well as skills, knowledge and experiences that are transferable to other industry areas.

# Interpreting Questions

|  |  |
| --- | --- |
| ***Account for*** | To give reasons for something.  |
| ***Analyse*** | To separate or break up a whole into its parts so that you may study how each part relates to the whole question/event/topic, etc. It is important to make some comment about the main idea or concept of the question/event/topic. |
| ***Assess*** | To estimate the importance, quality, significance of something. Look carefully at the situation/aspect you are being asked to assess. In general, you should point to strengths and weaknesses and/or similarities and differences. |
| ***Compare*** | To look for similar and different qualities or characteristics of events/ ideas, etc.  |
| ***Contrast*** | To stress dissimilarities/differences of qualities, events or problems.  |
| ***Criticise*** | To judge the merit or truth of factors or views mentioned. Give the results of your analysis of these factors, discussing their limitations and good points. |
| ***Debate*** | To present an argument. To argue a particular point of view, using evidence to support the argument. You must present a proposition.  |
| ***Define*** | To give short, clear and authoritative meanings. Do not give details but keep to the limits of the definition by staying on the point. |
| ***Describe*** | To narrate or write a detailed account of the particular event or factor. |
| ***Develop*** | Put forward your ideas in a logical and detailed manner. |
| ***Discuss*** | To critically examine and give reasons for and against. Present your views in detail using examples or illustrations. This may require the student to combine definition, description, explanation, drawing conclusions etc. The answer should be comprehensive and detailed. |
| ***Evaluate*** | To present a judgement of an issue by stressing both strengths/advantages and weaknesses/limitations. Conclude with your own opinion *(not using first person)* or evaluation supported by available evidence. |
| ***Examine*** | To carefully inspect the known facts about a particular situation/aspect and present the findings in a balanced way.  |
| ***Explain*** | To make clear with detailed information. To provide reasons for -  |
| ***Identify*** | To recognise or establish something e.g. reasons for a particular event/aspect or concept through an examination of the known facts.  |
| ***Illustrate***  | To use example/s to explain a particular topic or proposition. |
| ***Interpret*** | To make sense of something, often a table of data or a graph. |
| ***Justify*** | Give an explanation why a particular course of action has been or should be followed. Justify means make a reasoned choice. |
| ***List***  | To write an itemised series of concise/accurate statements using prose (complete sentences). Do not use note-making format in Humanities and Social Sciences subjects. |
| ***Outline*** | Summarise by mentioning important points only. Provide a short discussion to demonstrate a good overall knowledge of the topic or concept. |
| ***Relate*** | (a) Show how events are related to one another ***or*** (b) To explain the link between cause and effect – understand a relationship. |
| ***State*** | To narrate or write main points in a brief, clear and logical sequence.  |
| ***Suggest*** | Identify possible reasons why an event has occurred. The question might also be asking for a prediction – suggest what might happen if…? |
| ***Summarise*** | To give the main points or facts in a condensed/shortened form omitting details and illustrations. Do not use note-making format. |
| ***Trace*** | To describe in narrative form the progress, development or sequence of historical events from the point of origin. |