

Terminology associated with the instructional words in document studies and exams

Word/s	Usage: Asks students to
Account for	Give reasons for particular events or outcomes
Analyse	Make a detailed examination of the various components of an historical context; the people, events and/or ideas. 'Analyse' combined with 'to what extent' requires the student to make a judgement on these various components. 'Analyse' combined with 'critically' requires the student to make judgements about the merits or accuracy of these various components.
Assess	Make a judgement of the merits or significance of an argument, proposition or concept, ending with an evaluation of what has been argued or supported in the response.
Cause and effect	Used by historians to identify the chain of events and developments over time of long term or short term effects.
Concept	Refers to any notion or idea that is used to develop an understanding of the past
Compare	Show how things are similar and different.
Contemporary World	As defined in this syllabus the period of world history from 1945-2001
Contestability	Occurs when particular interpretations of the past are open to debate (for example, as a result of a lack of evidence or differing perspectives).
Continuity and Change	Aspects of the past that have remained the same over a period of time are referred to as continuous. Continuity and change are evident at any given period of time and concepts such as progress and decline may be used to evaluate continuity and change
Contrast	Show how things are different or opposite.
Consequence	Show the outcome of an event, action or policy. Consequence may be combined with 'short and/or long term'.
Debate/debate the proposition	Present arguments for both sides of a statement/proposition. Use historical details and evidence to support their arguments. Make a judgement as to which is the stronger argument.
Describe	Recount, write a detailed account of the particular people, event or ideas. Provide the narrative.
Discuss the author's perspective	Analyse a person's (or groups)/writer's viewpoints, attitudes and beliefs and how these influenced their representation of an historical person, event etc. In a document study this may include consideration of: Motives, bias, time, place, purpose
Discuss the proposition	Analyse the proposition then examine its validity. Can the proposition be supported by historical evidence?
Empathy	Empathy is the understanding the past from a particular point of view from an individual/ group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.
Evaluate	Make an appraisal of the argument, proposition or concept citing both the advantages and limitations and concluding with a personal judgement.
Evidence	In the study of history, evidence is the information obtained from sources that is valuable for a particular inquiry.

Terminology associated with the instructional words in document studies and exams

Word/s	Usage: Asks students to
Examine	Scrutinise carefully the known facts about a particular situation, person/s, event/s or idea/s and present findings in a balanced way.
Explain	Describe clearly and/or give reasons for: context, issue, idea, causes, consequences, action
Identify	Recognise the significance of one or more people, events and/or ideas contained in a document.
Interpretation	An explanation of the past, about a specific person, event or development. There may be more than one interpretation of a particular aspect of the past because historians use many sources.
Modern World	As defined in this syllabus, the period of time in the modern world between 1750-2001
Outline	Write a summary of the main aspects of a document or an area of study such as a revolution including relevant people/events and/or ideas.
To what extent	Make a judgement of the relative importance of the person, event and/or idea depicted in the source or the question.
Issues	The issues involved in the interpretation of historical evidence may include a discussion of the evidence, purpose, motive, place and time.
Perspective	A point of view from which historical events, problems and issues can be constructed or analysed. Perspectives can be combined with 'comment on'.
Primary Source	Documents created during the period of study in question, for example during an event, or very soon after.
Reliability	The reliability of a source refers to the accuracy and origins of the source.
Representation	A picture or image of the past that may be a popular portrayal within society (past or present) or that may be created by historians
Secondary Source	Those documents reconstructed after the time period in question
Significance	The importance that is assigned to particular aspects of the past. Consider consequences of events, duration of events, relevance to the contemporary world, how did people from the time view the event/ person, idea?
Useful/usefulness	Useful/usefulness is asking students to evaluate the sources used for an inquiry or in a document study. This may include the : <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%; vertical-align: top;"> <ul style="list-style-type: none"> • content covered • primary/secondary nature of the sources • origin • purpose • limitations <li style="display: inline-block; width: 45%; vertical-align: top;"> <ul style="list-style-type: none"> • gaps/omissions • reliability • relevance • bias • context