



BOTSWANA
EXAMINATIONS
COUNCIL

**BOTSWANA GENERAL CERTIFICATE
OF SECONDARY EDUCATION**

ASSESSMENT SYLLABUS

**RELIGIOUS EDUCATION
CODE 0588**



2012

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CODE

**SECONDARY ASSESSMENT SYLLABUS FOR
RELIGIOUS EDUCATION**

SYLLABUS CODE: 0588

BECOMES EFFECTIVE FOR FIRST EXAMINATION IN 2012

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FOREWORD

The Botswana Examinations Council is pleased to authorise the publication of this revised assessment Syllabus for the senior secondary programme. It marks a watershed in the development of the public education system in Botswana and signals another milestone of progress in fulfilment of the goals set by the Revised National Policy on Education, Government Paper No. 2 of 1994.

The purpose of this revised syllabus is to further guide schools, teachers and other educational institutions on what will be assessed in the subject area and how the assessment will be carried out for certification of students completing the course. The syllabus, therefore, should be used as a source of information on the examination.

Critical to the success of the secondary education programme, is the recognition of individual talents, needs and learning styles of students. Hence, the role of teachers in the classrooms has to adapt to the changed environment. They must be able managers, facilitators, and proficient in planning and directing a variety of learning activities. They should be conscious of the need for the students to be accountable and responsible for their own learning to some extent. They must also take into account the widening different levels of achievement which they aspire to. This implies active participation by both students and teachers, the creation of rich and diverse learning environments and the use of relevant assessment procedures to monitor the development of each learner.

In pursuit of the above principles, the examination emphasises the assessment of students across a broad ability range and different levels of achievement. It also calls for the demonstration of what each candidate knows, understands and can do.

It is important then that we value the student's own experiences, build upon what they know and reward them for positive achievement. At the same time, we must be prepared to offer them guidance and counselling at all levels; assist them to make the best decisions in keeping with their own interests, career prospects and ability. In that way we shall prevail in nurturing at the roots of our system, the national ideals of democracy, development, self-reliance, unity and social harmony.

This syllabus document is the outcome of a great deal of professional consultation and collaboration. On behalf of the Botswana Examinations Council, I wish to record my appreciation for the input received from Cambridge International Examinations and thank sincerely all those who contributed to and were involved in the production of this syllabus.



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1. INTRODUCTION

As part of the Senior Secondary Education Programme, this Religious Education Assessment Syllabus is designed to assess candidates who have completed a two-year course based on the Senior Secondary Religious Education Teaching Syllabus.

This syllabus aims to assess positive achievement at all levels of ability, and candidates will be assessed in ways that encourage them to show what they know, understand and can do. Differentiation will be achieved by task and outcome rather than by tiered papers.

Candidates will be graded on a scale A* to G. As a guide to what might be expected of a candidate, Grade Descriptions are given in Section 6.

This syllabus should be read in conjunction with:

- (a) the Senior Secondary Religious Education Teaching Syllabus,
- (b) the specimen question papers and marking schemes.

2. AIMS

On completion of the two-year programme candidates should have:

- examined religion from different perspectives;
- acquired knowledge and developed understanding of the dimensions and values of religions;
- developed basic knowledge of other faiths so that different religious experiences, beliefs and practices may be understood and appreciated;
- acquired knowledge and understanding of the origins of different religions and how they relate to one another;
- developed skills and attitudes that will enable them to make sound and moral choices in life.
- appreciated the contributions made by different religions;
- examined religious responses to ethical and contemporary issues;
- investigated and analysed global issues from a religious perspective;
- developed skills relevant to the study of religion.

As far as possible, the Aims will be reflected in the Assessment Objectives. However, some of them cannot be readily assessed.

3. ASSESSMENT OBJECTIVES

There are three main Assessment Objectives:

- 1 Knowledge and Understanding**
- 2 Application**
- 3 Analysis and Evaluation**

For assessment purposes, the objectives have been broken down into more detailed units.

1 Knowledge and Understanding

Candidates should be able to demonstrate knowledge and understanding of

- 1.1 religious terms, concepts and facts
- 1.2 dimensions of religion
- 1.3 origins of religions
- 1.4 contributions of religion to society

2 Application

Candidates should be able to:

- 2.1 apply knowledge and understanding of the challenges of religion in the modern world
- 2.2 demonstrate the relevance of religious concepts to contemporary Botswana.

3 Analysis and Evaluation

Candidates should be able to:

- 3.1 examine the relevance of religious values to human experiences
- 3.2 assess the contribution of religion on the socio-economic, political, cultural and environmental development of Botswana
- 3.3 make reasoned judgements on religious responses to social, ethical, global and emerging issues
- 3.4 assess the challenges posed and faced by religion in the modern world
- 3.5 assess the views of different religions on human relationships

4. SCHEME OF ASSESSMENT

Candidates will be assessed on two written papers.

All candidates will be graded on a scale A* to G. Candidates who do not achieve grade G will be Unclassified (U) and no grade will appear on their certificate.

The knowledge, understanding and the skills required for the papers are identified in the syllabus content given in section 5.

The Papers

Paper 1

Written **1 hour 30 minutes** **50 marks**

Weighting **33%**

There will be **five** structured questions on the paper. Each question will have **three** parts, that is, (a, b and c) and each question will have a maximum of **10** marks. The **five** questions will test Assessment Objectives (1, 2 and 3). **Candidates must answer all questions.**

Paper 2

Written **2 hours 30 minutes** **100 marks**

Weighting **67%**

The paper will have **six** questions, a mixture of structured and unstructured essays.

The paper will assess Assessment Objectives 1, 2 and 3.

Candidates should choose **four** questions. Each question will be worth **25 marks**.

Assessment Grid

The following table shows the approximate number of marks allocated to each Assessment Objective in each paper.

Assessment Objectives	Paper 1	Paper 2
Knowledge and understanding	25	35
Application	15	35
Analysis and evaluation	10	30
Total marks	50	100

Weighting of the Assessment Objectives

The approximate weightings for the Assessment Objectives will be as follows:

Knowledge and understanding	40%
Application	33%
Analysis and Evaluation	27%

Weighting of the papers

PAPER 1	WEIGHT
1	33%
2	67%

The Levels of Response marking method will be used in the scoring of Paper 2.

Three grids will reflect the following marks:

- Part (a) Assessment Objective skills; Knowledge, Understanding and Application: **18 marks**
- Part (b) Assessment Objective skills; Analysis and Evaluation: **7 marks**
- Unstructured questions, All Assessment Objective skills: **25marks**

The outline of the grids should be as follows:

25 MARKS – Assessment Objectives 1, 2 and 3.

Level	Marks	Descriptor
5	21-25	Very Good /Excellent: Demonstrates wide knowledge and understanding. Thorough treatment of the topic within the time available. Depth discussion. Well focussed, relevant and sound application of knowledge. Thorough analysis with balanced assessment. Critical assessment of views.
4	16-20	Good: Demonstrates good knowledge and understanding. Good treatment of the topic within the time available. Some discussion. Good analysis and assessment of views. Some critical judgements.
3	11-15	Satisfactory: Demonstrates key facts and ability to apply knowledge. Reasonable understanding. Satisfactory treatment of the topic within the time available. Fair analysis and assessment of views. Judgements made.
2	6-10	Basic /Valid: Demonstrates limited knowledge and understanding. Limited analysis and minimal assessment. Limited judgements.
1	1-5	Weak: Demonstrates superficial knowledge and understanding. Superficial response to question with little or no assessment or judgement.
0	0	Answer absent /Completely irrelevant

18 MARKS- PART (a) Questions- Assessment Objectives 1 and 2

Level	Marks (18)	Descriptor
5	15-18	Very Good /Excellent: Demonstrates wide knowledge and understanding. Thorough treatment of the topic within the time available. Well focussed, relevant and sound application of knowledge.
4	11-14	Good: Demonstrates good knowledge and understanding. Good treatment of the topic within the time available.
3	8-10	Satisfactory: Demonstrates key facts and ability to apply knowledge. Reasonable understanding. Satisfactory treatment of the topic within the time available.
2	4-7	Basic /Valid: Demonstrates limited knowledge and understanding.
1	1-3	Weak: Demonstrates superficial knowledge and understanding.
0	0	Answer absent/ irrelevant

7 MARKS- Part (b) Questions- Assessment Objectives 3

Level	Marks (7)	Descriptor
5	7	Very Good /Excellent: Thorough analysis with balanced assessment. Depth discussion. Critical assessment of views.
4	5-6	Good: Some discussion. Good analysis and assessment of views. Some critical judgements.
3	4	Satisfactory: Fair analysis and assessment of views. Judgements made.
2	2-3	Basic /Valid: Limited analysis and minimal assessment. Limited judgements.
1	1	Weak: Superficial response to question with little or no assessment or judgement.
0	0	Answer absent/ irrelevant

5. CONTENT

The content is organised in **seven** modules:

- 1 Introduction to Religion**
- 2 African Traditional Religion in Botswana**
- 3 Impact of Christianity on Botswana’s History and Development**
- 4 Christian Values in Today’s World**
- 5 Human Relationships in African Traditional Religion and Christianity**
- 6 Other Religions in Botswana**
- 7 Religion and Global Issues**

Each section has one or more sub-sections. The sub-sections are presented in three columns:

(a) Topics

A topic refers to the main subject, which candidates should have studied.

(b) General Objectives

General Objectives are derived from the topics and are the general knowledge, understanding and demonstration of skills on which candidates may be assessed.

(c) Specific Objectives

Specific Objectives are detailed aspects of the General Objectives. They indicate which aspects of the topic are likely to be assessed.

MODULE ONE

INTRODUCTION TO RELIGION

Topic	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
The nature and role of religion in society	Acquire knowledge about the nature and role of religion in society.	<ul style="list-style-type: none"> – explain the term religion . – discuss the theological definition of religion. – explore the importance of religion in society. – discuss the impact of religion in society.
Dimensions of religion	Understand different dimensions of religion and their significance.	<ul style="list-style-type: none"> – compare the dimensions of Oriental and Judeo – Christian religions (as stated by Smart). – examine common features within African Traditional Religion and Hinduism. – investigate how ethical dimensions enhance social harmony. – discuss different features which makes Buddhism and the Baha’i Faith different from other religions.
Origins of different religions	Explore the origins of Christianity, Bahai Faith, Sikhism and Islam religions.	<ul style="list-style-type: none"> – identify different religions found in Botswana. – explore the socio-economic and political factors that led to the origins of Christianity, Baha’i Faith, Sikhism and Islam. – discuss reasons for the proliferation of religions in Botswana.

MODULE TWO

AFRICAN TRADITIONAL RELIGION IN BOTSWANA (ATR)

Topic	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
The nature of African Traditional Religion	Appreciate the nature of African Traditional Religion.	<ul style="list-style-type: none"> – explain the concept of African Traditional Religion. – discuss ways in which African Traditional Religion expresses itself.
The diverse manifestations of African Traditional Religion in Botswana	Understand the main beliefs and practices of African Traditional religion in Botswana.	<ul style="list-style-type: none"> – identify beliefs and practices in African Traditional Religion in Botswana. – account for the unity and diversity of African Traditional Religion in Botswana. – analyse the relevance of African Traditional Religious beliefs and practices to contemporary Botswana.
Sacred objects and places	Appreciate the significance of sacred objects and places in African Traditional Religion in Botswana.	<ul style="list-style-type: none"> – explain sacredness. – explain the significance of the sacred places in African Traditional Religion in Botswana. – explain the significance of sacred objects used in African Traditional Religion in Botswana. – discuss taboos associated with sacred places, objects, plants and animal life. – discuss the impact of modern development on sacred places. – define totemism. – discuss the role of totemism in contemporary Botswana.
The teachings of African Traditional Religion in Botswana	Understand the teachings of African Traditional Religion in Botswana.	<ul style="list-style-type: none"> – discuss the teachings on the origins, purpose and meaning of life. – discuss the place and role of a human being in the cosmos. – discuss the role of men and women in the teachings of ATR. – Assess the impact of the ATR teachings on men/women relationships in modern day Botswana. – discuss the moral teachings of African Traditional Religion in Botswana. – explain the importance and effects of Botho to the Botswana society.

MODULE THREE

IMPACT OF CHRISTIANITY ON BOTSWANA'S HISTORY AND DEVELOPMENT

Topic	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
The coming of Christianity in Botswana	Understand the establishment of Christianity in Botswana.	<ul style="list-style-type: none"> – identify the early Christian missionaries in Botswana and the mission stations they founded. – explain how the early missionaries spread Christianity in Botswana. – discuss the problems encountered by missionaries in spreading the gospel. – discuss Botswana's response to Christianity. – discuss the impact of Christianity on the Tswana culture.
The rise of African Independent Churches in Botswana	Explore the factors that led to the origins and spread of African Independent Churches in Botswana.	<ul style="list-style-type: none"> – discuss factors that led to the rise of the African Independent Churches in Botswana (AIC). – assess the contribution of the African Independent Churches lives of Botswana.
	Examine the results of the interaction between Christianity and African Traditional Religion in Botswana.	<ul style="list-style-type: none"> – examine the influence of African traditional beliefs on African Independent Churches. – examine the influence of Christianity on African Traditional Religion.
The role of Christian churches in Botswana society	Appreciate the role played by Christian churches in the community.	<ul style="list-style-type: none"> – assess the contribution of the Christian churches in education, health and communication. – discuss the role played by Christian churches in politics. – discuss the role of the Christian churches in combating violence against women, inequalities between men and women, corruption and abuse.
Ecumenism in Botswana	Appreciate the importance of unity and dialogue among Christian churches.	<ul style="list-style-type: none"> – explain the concept of ecumenism. – identify the ecumenical movements in Botswana. – examine the role played by the ecumenical movements in Botswana. – discuss the importance of unity and dialogue among Christian churches.

MODULE FOUR

CHRISTIAN VALUES AND TEACHINGS IN TODAY'S WORLD

Topic	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Love	Understand the basic Christian teachings on love.	<ul style="list-style-type: none"> – discuss Christian teachings about love. – explain how Jesus demonstrated the principle of love through his teachings and life. – discuss ways in which love is expressed in modern society.
Loyalty in society	Understand the concept of loyalty in Christianity.	<ul style="list-style-type: none"> – define loyalty. – explain different ways in which Christians express loyalty to God and their fellow men. – explain the Christian understanding of loyalty in society. – explain the importance of loyalty in Christianity.
Justice and peace	Explore the concepts of justice and peace in Christianity.	<ul style="list-style-type: none"> – explain the meaning of justice and peace. – discuss biblical teachings on issues of justice and peace. – discuss the contributions of Christianity to justice and peace in the society.
Salvation	Know and understand Christian beliefs concerning salvation.	<ul style="list-style-type: none"> – explain what is meant by salvation. – discuss biblical teachings on salvation. – discuss Christian beliefs about eternal life. – assess the relevance of salvation in modern society.
Authority	Understand the role of authority in society.	<ul style="list-style-type: none"> – explain the biblical interpretation of authority. – explain the importance of authority in society. – identify qualities of a good leader.

MODULE FIVE

HUMAN RELATIONSHIPS IN AFRICAN TRADITIONAL RELIGION AND CHRISTIANITY

Topic	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
The family	Appreciate the importance of family in African Traditional Religion and Christian Life.	<ul style="list-style-type: none"> – describe different types of family structures in the African Traditional Religion and Christianity – explain the importance of family relationships in Christianity and African Traditional Religion in Botswana. – discuss ways of strengthening family ties.
Marriage	Understand marriage in African Traditional Religion and Christianity.	<ul style="list-style-type: none"> – discuss the value of marriage in African Traditional Religion and in Christianity. – describe the process of marriage in African Traditional Religion and in Christianity. – discuss the challenges facing marriage in both African Traditional Religion and Christianity. – discuss ways of sustaining marriage.
Gender	Appreciate the necessity of gender equality in African Traditional Religion and Christianity.	<ul style="list-style-type: none"> – discuss the role of men and women as reflected in Traditional African Religion and Christianity. – identify the changing roles of men and women in the changing society. – discuss the changing religious roles of men and women in modern society. – assess the importance of equality between men and women.

MODULE SIX

WORLD RELIGIONS IN BOTSWANA

(In this module select and study any two (2) religions from the following: Buddhism, Hinduism, Islam and Bahai faith)

Topic	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	From Buddhism, Hinduism, Islam and Bahai Faith <i>Learners should be able to:</i>
The coming of other religions in Botswana	Appreciate the existence of other religions in Botswana.	<ul style="list-style-type: none"> – discuss factors which influenced the establishment of any two of the religions. – discuss the challenges these two religions faced during their establishment in Botswana. – assess the importance of religious pluralism in Botswana using examples from the two religions under study.
Religious beliefs and practices	Understand beliefs and practices in the religions under study.	<ul style="list-style-type: none"> – discuss the main religious beliefs of the two religions under study. – discuss how religious practices of these two religions contribute to the alleviation of social ills in Botswana.
Values in relationships	Understand critical values in human relationships in the religions studied.	<ul style="list-style-type: none"> – identify various forms of human relationships. – discuss the important elements (values) in any human relationship. – investigate how the two religions studied respond to issues of sexual abuse and teenage pregnancy.
Marriage and family lifestyle	Understand the effects of religion on the lifestyles of the married in the followers of the different religions studied.	<ul style="list-style-type: none"> – define marriage. – discuss the religious practices followed to prepare young people for marriage. – explain the importance of marriage and family life in the religions studied. – assess the effects of religion on marriage and family life. – evaluate the rights, roles and status of men and women in marriage from the religions studied.

MODULE SEVEN

RELIGION AND GLOBAL ISSUES

Topic	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Religion and global epidemics	Explore the views of different religions on global epidemics.	<ul style="list-style-type: none"> – identify global epidemics. – discuss the views of ATR and Christianity regarding global epidemics. – discuss the effects of global epidemics in society. – discuss ways in which religions in Botswana help during natural disasters. – investigate how Christians and the followers of African Traditional respond to human suffering during epidemics.
Religion and justice	Examine the religious responses to issues concerning justice.	<ul style="list-style-type: none"> – discuss the different ways in which values of justice are expressed and promoted in Islam and Buddhism. – discuss characteristics which qualify one to be a champion of justice in Islam and Buddhism. – discuss how champions of justice in Islam and Buddhism contributed towards justice in society.
Religious Prejudice and Fundamentalism	Examine various forms of religious prejudice and fundamentalism.	<ul style="list-style-type: none"> – explain religious prejudice. – discuss prejudice in relation to Islam and Christianity. – analyse the effects of religious prejudice. – discuss religious fundamentalism. – suggest ways of resolving religious fundamentalism.
Religious tolerance	Appreciate the importance of tolerance among religions.	<ul style="list-style-type: none"> – explain religious tolerance. – discuss the contributions of world religions towards religious tolerance. – explain the advantages and disadvantages of interaction between people of different religions. – discuss the challenges of religious tolerance. – assess the impact of religious intolerance on social harmony.
Religion and the environment	Understand different religious views about the environment.	<ul style="list-style-type: none"> – discuss teachings and beliefs of Christianity, ATR and Baha’i Faith about the relationship between humanity and the environment. – explain how the Christian, ATR and Islam practices and beliefs affect the environment. – suggest ways in which religious communities can contribute in the protection of the environment.

6. GRADE DESCRIPTIONS

INTRODUCTION

Grade descriptions are provided to give a general indication of the achievement expected of candidates for the award of particular grades. The grade awarded will depend on the extent to which the candidate has met **Grade A**

Knowledge and Understanding

- Demonstrate a wide knowledge and clear understanding of religious terms, facts and concepts.
- Clearly identify and discuss in depth dimensions of religion, origins and the role played by religions in the society.

Application

- Make a sound application of knowledge and understanding of the challenges of religion in the modern society.
- Thoroughly demonstrate the relevance of religious concepts to the modern society.

Analysis and Evaluation

- To make a thorough analysis of the relevance of religious values to human experiences.
- A reasoned and balanced assessment of the contribution of religion on socio-economic, political, cultural and environmental development of Botswana.
- Thoroughly assess the challenges posed and faced by religion in the modern society.
- Critically assess the views of different religions on human relationships.
- Thoroughly investigate religious responses to social, ethical and global issues.

Grade C

Knowledge and Understanding

- Demonstrate knowledge and understanding of religious terms, facts and concepts.
- Identify and discuss dimensions of religion, origins of religions, and the contribution of religion in the society.

Application

- Demonstrate an ability to apply knowledge and understanding of the challenges of religion in the modern society.
- Demonstrate the relevance of religious concepts to the modern society.

Analysis and Evaluation

- To make a fair analysis of the relevance of religious values to human experiences.
- Make a fair assessment of the contribution of religion on socio-economic, political, culture and environmental development of Botswana.
- Assess the challenges posed and faced by religion in the modern society.

- Make a fair assessment of the views of different religions on human relationships.
- Make judgments on religious responses to social, ethical and global issues.

Grade F

Knowledge and Understanding

- Show elementary knowledge and understanding of religious terms, facts and concepts.
- Demonstrate a limited knowledge and understanding of dimensions of religion, origins of religions, and the contribution of religion in society.

Application

- Show a limited knowledge and understanding of the challenges of religion in the modern society.
- Inadequately demonstrate the relevance of religious concepts to the modern society.

Analysis and Evaluation

- Make a limited analysis of the relevance of religious values to human experiences.
- Demonstrate a limited ability to assess the contribution of religion on socio-economic, political, cultural and environmental development of Botswana.
- Inadequately assess the challenges posed and faced by religion in the modern society.
- Make a minimal assessment of the views of different religions on human relationships.
- Make a limited judgment on religious responses to social, ethical and global issues.

7. APPENDICES

APPENDIX A

Glossary of Terms used in BGCSE Syllabuses and Examinations

Analysis

To take apart or break down the whole into its component parts or to examine or consider in detail the component parts or features of the whole.

Calculate

This is used when a numerical answer is required. In general, working should be shown when two or more steps are involved.

Determine

This often implies that the quantity concerned cannot be measured directly but is obtained by calculation or substituting measured or known values of other quantities into a standard formula.

Find

This is a general term that may be interpreted as calculate, measure, or determine.

Discuss

This requires the candidates to give a critical account of the points involved in the topic.

Analyse

Study in depth, identify and describe in detail the main parts or characteristics of something.

Account for

Explain the reasons for, giving an indication of all relevant circumstances. Very different from “Give an account of”, which asks only for a detailed description.

Assess

Examine closely, with a view to measuring or ‘weighing up’ a particular situation. Consider in a balanced way: strengths and weaknesses, points for and against. In conclusion, state your judgement clearly.

Comment

State clearly and in a moderate fashion your opinions on the material in question. Support your views with references to suitable evidence, examples or explanation as appropriate.

Compare

Look for qualities and characteristics which resemble each other. Emphasise similarities but be aware also of points of difference.

Contrast

Stress the dissimilarities and differences between the items in question, but do not ignore points of similarity.

Criticise

Express your balanced judgement about the merit or truth of the material in question. Give the results of your scrutiny, establishing both strengths and weaknesses. Be specific.

Define

Give concise, clear and authoritative meanings. Do not give too many details, but be sure to state the limitations of the definition. Show how the thing that you are defining differs from things in other categories.

Describe

Give the main characteristics or features of the matter in question, or relate in sequence form.

Discuss

Examine and analyse carefully, giving reasons for and against and the advantages and disadvantages of the factors being considered. Be complete and give details. You must consider all sides of the issue and reach a balanced conclusion with your reasons.

Distinguish

Show how one thing differs from another.

Enumerate

State in list or outline form, giving points concisely one by one.

Evaluate

Carefully appraise the matter in hand, citing both advantages and limitations. Emphasise the views of authorities as well as your personal opinion – to put value to something, to assess its worth or to analyse and assess the role or function of something.

Examine

To study something closely or in depth, to inspect closely or to inquire into something carefully.

Explain

Clarify, interpret and spell out the material you present. Give reasons for important features or developments and try to analyse causes or say how it works. To make sense of something, to provide the reasons for something being or happening in a particular way or to give a causal account of something.

How far

You are expected to make your case or present your material in a logical sequence, while remaining aware of the possible need to introduce contradictory or counterbalancing evidence. You will need to give your opinion and assessment of the issue.

Identify

To find, locate or recognise, to establish to say what it is

Illustrate

Use specific examples, figures or diagrams to explain demonstrate or clarify a problem, situation or view. Be sure to include diagrams if they are specifically asked for.

Interpret

Use specific examples, figures or diagrams to explain demonstrate or clarify a problem, situation or view. Be sure to include diagrams if they are specifically asked for.

Justify

Make out a case, prove or give reasons for decisions, statements or conclusions, taking care to be convincing. To show that something is correct, appropriate and reasonable.

List

Write an itemised series of words, phrases or concise statements.

Outline

Provide a framework description of main points and subordinate points, omitting minor detail and stressing the arrangement or classification of the material.

Relate

Show how things are connected to each other, or how one causes another or is like another.

Review

Examine a subject critically, analysing and commenting on the important points and stages of development.

State

Present the main points or definition in brief clear sequence