



Assessment Handbook 2009

Introduction

This handbook has been prepared as a guide for all members of the School of Nursing, Midwifery & Indigenous Health, both staff and students. It is essential to read this carefully as it documents the School's requirements with regards to assessment. Section 1 outlines the School's guidelines on a range of assessment matters. It includes information on plagiarism and student academic consideration. Section 2 provides information for students School procedures relating to assessment issues. Section 3 contains information on documentation and referencing, and links to relevant websites, while section 4 contains marking criteria. A list of definitions for key words commonly used in assignment questions is located in the final section of the booklet.

This document is designed to provide to students and teachers with clear directions that will improve the quality of submitted work and the consistency of marking. Any suggestions about extending or improving the contents would be appreciated. The most appropriate route for students would be to notify their student representatives of any concerns so that these representatives can convey this to the staff at the next School Meeting.

Chairperson

School of Nursing, Midwifery & Indigenous Health Assessment Committee

Section 1: Policies

This section should be read in conjunction with the Undergraduate or Postgraduate Calendar which is published annually. The Calendar and the University's Codes of Practice: Teaching; Assessment contain the procedures and regulations which apply to each faculty and school.

Students should be familiar with the following university policies:

Code of Practice - Teaching and Assessment

http://www.uow.edu.au/handbook/codesofprac/teaching_code.pdf

Code of Practice - Honours

<http://www.uow.edu.au/handbook/CodeofPractice-Honours.pdf>

Code of Practice - Students

http://www.uow.edu.au/handbook/codesofprac/cop_students.html

Code of Practice – Practical Placements

http://www.uow.edu.au/handbook/codesofprac/cop_pracplace.html

Acknowledgement Practice/ Plagiarism

<http://www.uow.edu.au/handbook/courserules/plagiarism.html>

Student Academic Consideration Policy

<http://www.uow.edu.au/about/policy/studentacademicconsideration.html>

Faculty Student Academic Grievance Policy

<http://www.uow.edu.au/content/groups/public/@web/@health/documents/doc/uow025381.pdf>

Course Progress Policy

<http://www.uow.edu.au/about/policy/courseprogresspolicy.pdf>

Graduate Qualities Policy

<http://www.uow.edu.au/about/policy/documents/graduatequalitiespolicy.pdf>

Academic Grievance Policy (Coursework and Honours Students)

<http://www.uow.edu.au/handbook/courserules/studacgrievpol.html>

Non-Discriminatory Language Practice and Presentation

<http://staff.uow.edu.au/eed/nondiscrimlanguage.html>

Occupational Health and Safety

<http://staff.uow.edu.au/ohs/>

Intellectual Property Policy

<http://www.uow.edu.au/handbook/generalcourserules/UOW028651.html>

Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects

<http://www.uow.edu.au/about/policy/ethicalobjectionanimals.html>

Human Research Ethics Guidelines

<http://www.uow.edu.au/research/rso/ethics/human/>

Animal Research Guidelines

<http://www.uow.edu.au/research/rso/ethics/animal/>

Rules for Student Conduct and Discipline and Associated Procedures

<http://www.uow.edu.au/handbook/generalrules/StudentConductRules.pdf>

Student Academic Consideration Policy

Academic Consideration is a process intended to help minimise the impact of serious or extenuating circumstances beyond a student's control which significantly impair a student's ability to complete an assessment task on or by the due date as stipulated in the Subject Outline or to progress academically in a subject relevant to their course of study. Academic consideration may be granted on the basis of medical grounds, compassionate grounds and/or extenuating circumstances.

It is not possible for academic consideration to compensate for every consequence of illness, injury, other serious cause, or extenuating circumstance affecting a student's academic progress. However, academic consideration, where appropriate, may help to minimise the impact of such circumstances by providing a mechanism to vary assessment requirements of a subject or to avoid some of the usual consequences of failure in a subject.

To apply for academic consideration you must submit an application via SOLS, as well as a medical certificate or other documentation which is submitted to Student Central in Bld 17. The Subject Coordinator will be automatically notified of your request via your SOLS application and will approve or decline your application. Students should log on to SOLS to see if their request has been approved. In the event of a genuine emergency, you must notify the Subject Coordinator as soon as possible and provide a written explanation if required.

If a student is requesting Student Academic Consideration for a clinical component of a subject, they must state this in their application for Academic consideration.

Please note that the *Course Handbook* makes it clear that it is a student's responsibility 'to take initiative and consult with appropriate academic staff when problems arise' (2009).

For more information refer to <http://www.uow.edu.au/about/policy/studentacademicconsideration.html>

Plagiarism

In a university, ideas are important, and it is also important to give people appropriate credit for having ideas.

There are several reasons why you should give people credit when using their ideas; three of the more important of those reasons are:

'fairness to authors and other students, the responsibility of students to do independent work, and respect for ownership rights' (Kroll 1998, p. 203).

If, in writing an assignment or report, you copy a passage from a book word-for-word and do not give a reference to the book, this is:

- unfair to the author who wrote the passage in the book;
- unfair to other students who do their own work without copying;
- failure to do independent work as expected in a university;
- a breach of copyright.

Giving and gaining credit for ideas is so important that a violation of established procedures has a special name: **plagiarism**.

Plagiarism means using the ideas of someone else without giving them proper credit. Reproducing the words of other people, either acknowledged or unacknowledged, is plagiarism. It does not matter if these words are re-produced **exactly** as they were originally published, or whether the person who uses these words **alters** them; if the ideas are unacknowledged, plagiarism has occurred.

That 'someone else' may be an author, critic, journalist, artist, composer, lecturer, tutor or another student. Intentional plagiarism is a serious form of cheating. Unintentional plagiarism can result if you do not understand and use the acceptable scholarly methods of acknowledgment. In either case, the University may impose penalties which can be very severe.

Using words within inverted commas and referenced is a quotation. Assignments are meant to be written in your own words. Direct quotation should only be used in circumstances where the quotation adds to the richness of the assignment.

Over many years, procedures have been developed for acknowledging ideas in all forms of expression. In published writing, for example, authors are expected to cite references from articles and books on which they have relied, and to give written thanks to people who have helped them in preparing their work.

There are several methods for giving credit in written work. The Section 3 of this handbook demonstrates methods that are acceptable to the School of Nursing, Midwifery & Indigenous Health. A good way to gain a better understanding of acknowledgement practice is to read articles published in quality academic journals.

Acknowledging Sources of Quotations

Students are required to access the University website on Plagiarism for examples of acknowledging sources of quotes, ideas, paraphrasing, and how to reference information that is common knowledge.

<http://www.uow.edu.au/handbook/courserules/plagiarism.html>

How to Avoid Plagiarism

Unwitting plagiarism is often the result of poor study methods. The habit of copying verbatim (word-for-word) from a source as you read is dangerous. It is easy to forget that the notes you make are verbatim and to later write them into an assignment or report. The only material you should write verbatim are those absolutely delightful, pithy, witty or incisive phrases which you need to make a special point in your assignment or report.

The distinction between what needs to be acknowledged and what is common knowledge is not always clear. As you gain experience in expressing yourself, you will learn to discriminate and you will learn the acceptable practices for acknowledgment in the disciplines in which you study. But while you are learning, always play safe and acknowledge, acknowledge, acknowledge.

References:

Kroll, BM 1998, 'How college freshmen view plagiarism', *Written Communication*, vol. 5, no. 2, pp. 203-221.

Central Queensland University 2007, *Harvard (author-date) referencing guide*, Central Queensland University, http://www.cqu.edu.au/referencing/ref_style/harvard_guide.pdf

Section 2: Assessment Information for Students

1. The assessment requirements for each subject are set down by the subject coordinator, in keeping with the University, Faculty and School policies. Where there is more than one lecturer/tutor involved in planning the subject, the assessment requirements have been determined by the teaching team concerned under the leadership of the subject coordinator, and must be implemented **consistently** across the subject.
2. All details of the assessment requirements for each subject will be communicated to the students in the subject outline given to students during the first week of session. This information will include all assignments, tests, seminar papers, tutorial presentations, examinations, attendance requirements, distribution of marks, compulsory assessments, due dates and penalties. Copies of the subject outline are available on the relevant eLearning site and at the HBS Central office.
3. Assessment in each subject will comprise at least two (2) separate pieces of work and satisfactory completion of the Clinical Assessment Profile in clinical subjects.
4. Unsatisfactory performance in, or non-completion of the clinical component of a subject, for **any** reason, will result in a Fail grade in the subject.
5. Clear written information will be given when it is necessary to **pass every component** of the assessment or **any particular component(s)** of the assessment. In order to be awarded a Pass for a subject, all minimum requirements for the subject must be met.
6. Students are required to submit assignments by a **time and date specified** within subject outlines (unless otherwise stipulated by the subject coordinator).
7. The responsibility for ensuring that work is submitted by the due date lies with the student. The onus of proof of submission is on the student, not the subject coordinator. Recognition of submission by the School resides in the student receipt which forms part of the assignment cover sheet. Students should retain the signed student copy as evidence of submission.
8. *Wollongong Campus assignment submission:* Each assignment should be submitted to HBS Central, 41.152, (9.00 am – 5.00 pm) or after hours placed in the assignment chute provided in the door of the Centre. If an assignment is placed in the chute after hours, students may collect the receipt from 41.152 the next working day after submission.
Bega Campus assignment submission: Students should obtain a plain sheet of pink paper from the Clinical Education Unit and attach it to the assignment so that it covers the HBS assignment submission cover sheet at the Bega Access Centre in Auckland Street.
Shoalhaven Campus assignment submission: Each assignment should be submitted to the Administration Officer in the Nursing Education Centre (NU.03) (9.30 am – 4.00 pm) and placed in the Nursing Assignment Box. If an assignment is placed in the Assignment Box after hours, students may collect the receipt from the Nursing Administration Officer in NU.03 the next working day after submission.
Hong Kong assignment submission and collection of receipts: Please contact Hong Kong Programs Offices 852 2314 9222.
9. Assessment tasks, with the exception of a final examination must be marked and made available for collection within three weeks of the submission date unless otherwise specified in the Subject Outline (UOW Teaching and Assessment Code of Practice 7.13).
10. Students are required to make a **copy** of each assignment prior to submission. This copy is to be retained until the assignment is returned to the student with feedback.
11. The postal method is by Express Post. Include on the envelope evidence of the date of dispatch from the Post Office. The envelope, clearly marked 'ASSIGNMENT', should be addressed thus:
HBS Central
Faculty of Health & Behavioural Sciences
University of Wollongong
Northfields Avenue
WOLLONGONG NSW 2522

12. Late submission attracts the following penalties:

Marks will be deducted for late submission at the rate of 5% of the total marks available for that piece of work per day. A weekend will be regarded as two days.

This means that if a piece of work has a weighting of 20% of the total mark for that subject, a 5% penalty per day is 1 mark per day ($5/100 \times 20/1$). If the student received 15/20 for the assignment the adjusted mark will be 14/20.

13. No assignment will be awarded marks if it is submitted more than two (2) weeks after the due date unless there has been an approved extension of due date.
14. Fail grades are arrived at after consultation with at least one other marker, except where those grades result directly from a penalty. Both markers will print their names and sign the marking sheet(s) before returning the assignment to the student.
15. Subject Coordinators will advise when and where marked assignments can be collected. It is the student's responsibility to collect marked assignments. Students are strongly advised to collect all marked assignments and read the feedback provided.
16. Marked assignments will include feedback which takes the form of a grade (pass, credit, etc), a mark (sometimes in the form of a percentage), and sufficient comments and directions to enable the student to further develop academic skills and knowledge. In addition, the name of the assignment marker will be printed on the marking sheet.
17. Students are encouraged to discuss their assignments with teaching staff prior to submission. The purpose of the exercise is to develop the student's understanding of what the assignment entails.
18. Where students wish to prepare their assignment after individual consultation with a member of academic staff, this discussion should take place early and take the form of the student asking questions for **clarification**. Write the questions down. Give a copy to the academic staff member who may offer suggestions eg. about further reading. It is not meant to be a rehearsal of what to write, nor is it intended to provide a preliminary marking or a proof reading. The students should provide the teacher with a copy of an **outline** i.e. the assignment's introduction and plan of development plus some, if not all, of the reference list. The teacher will notate this copy and keep it for comparison with the actual submission. In this way, both the teacher and student can reflect on the usefulness of the exercise and trace student academic growth. A full draft of the assignment is not required. A first meeting the day before the assignment is due is not appropriate.
19. It is essential that students maintain a University email account. An active email account means that students and lecturers can communicate with each other through this medium. Students are required to consult SOLS at least once a week, preferably more frequently.
20. Students who consider that the mark they have received for a piece of written work or the final grade in a subject does not reflect the quality of their work, and who wish to have the mark reviewed, are encouraged to initiate a student academic grievance procedure, by contacting the marker or subject coordinator as soon as possible. Information on this process is available in the *University Course Handbook* and detailed in the link below.
- <http://www.uow.edu.au/content/groups/public/@web/@health/documents/doc/uow025381.pdf>
21. Attendance at lectures is not mandatory but is highly recommended. Participation in tutorials is considered compulsory. Students must attend 80% of tutorials. Absences of greater than 20% will require appropriate supporting documentation. Students who do not meet the minimum performance level requirements may be given a TF (Technical Fail) grade on their Academic Transcript. For long absences, the student should consult the subject coordinator. In such cases, the recommended course of action may be withdrawal of enrolment from the subject.

Help with writing

The ability to write well is essential for University study. Many students find that they need to improve their writing skills and all students should work at developing more sophisticated writing skills as they progress through their program of academic study. Students who have difficulties with writing that require regular, intensive work need resources that cannot be provided within the School. These students will be referred to, and strongly encouraged to consult, the **Learning Resource Centre**.

The Centre provides information on a range of writing skills required for University study and conducts classes in these skills. The Centre is located Building 19.G102, phone 4221-3977. Learning Resource Services are also available at Shoalhaven Campus and Bega education Centre. Please consult your Subject Outline for additional information.

Students are **strongly encouraged** to access the UniLearning website, <http://unilearning.uow.edu.au/> This website provides information and demonstrates to students how to write effectively from sentence structure to critical thinking.

Presentation

Presentation of your assignment is very important. There are good reasons for presenting a paper neatly:

- 1. So as not to undermine the ideas or argument presented:**
 - Proof-read the script before handing it in. Carelessness costs marks - for example, by leaving out one word you can inadvertently say the opposite of what you intended. It is a good idea to have another person also proof-read your work.
 - Make sure your assignment has an appropriate School of Nursing, Midwifery & Indigenous Health cover sheet with the required information supplied. **DO NOT** use plastic envelopes or folders.
 - Do not put headings, lists, etc. in assignments unless advised otherwise. If you are not clear about this, please check with your Subject Coordinator.
 - Do not use footnotes in undergraduate level assignments.
- 2. To enable you to gain maximum feedback on your work, you need to give the marker opportunity to comment (see requirements for presentation below).**

Requirements for Presentation

- As a graduate of the University of Wollongong you must be computer literate and because of the excellent computer facilities in the university it is expected that **ALL ASSIGNMENTS WILL BE WORD PROCESSED**.
- The main text of the assignment should be presented in Portrait Orientation **not** Landscape.
- The line spacing of the text of the assignment (in English) must be one-and-a-half.
- The print size of the text in the main body of the assignment should be 12 point (with serif style, such as Times New Roman or Palatino preferred).
- The size of the paper should be International Standards Organisation paper size A4 (297mm x 210mm).
- The paper used should be white opaque paper of good quality.
- The margins on each sheet should be not less than 40mm on the left, 20mm on the right, 30mm at the top and 20mm at the bottom.
- Place a 'double return' before starting a new paragraph and do not use indenting to signify the start of a new paragraph.
- All pages of an assignment, apart from the title page, should be numbered sequentially.
- Every assignment should have an appropriate completed cover page (available from HBS Central, Building 41, Room 152 or downloaded from http://www.uow.edu.au/health/hbs_central/UOW024546.html) securely attached prior to submission.

- Assignments should be collated and fastened at the top left-hand corner.
- Use clear simple English.
- Be concise.
- Apply the rules of grammar.
- Check syntax, spelling and punctuation before submitting work.
- Use abbreviations correctly (see Style Manual).
- Avoid jargon, clichés and made-up words.
- Comply with the word limit (+ or - 10%).
- Type on ONE SIDE OF PAPER ONLY.
- If the assignment has a marking sheet in the subject outline collate it as the page following the last page of the assignment.
- Assignments should be collated and fastened at the top left-hand corner. **DO NOT PUT ASSIGNMENT(S) IN FANCY FOLDER(S) OR PLASTIC ENVELOPE(S). THE ONLY REQUIREMENT IS THAT THEY BE STAPLED WITH A COVER SHEET AND MARKING SHEET.**
- Give references (author, title, page) to any work of which you make use. See Sections 3 and 4.
- Do not use more than 10% of direct quotations in any piece of work. When direct quotes are used of more than 25 to 30 words do not enclose within quotation marks, indent by 1cm left and 1 cm right margins, and decrease the font size of the quote to 11 point. If the quotation is 25 to 30 words or less put all of the quoted material in single inverted commas and do not indent from the main paragraph, just incorporate the quote into the text of your assignment.
- Acknowledge sources correctly by referencing using the Harvard referencing system as documented in the Style Manual and on http://www.cqu.edu.au/referencing/ref_style/harvard_guide.pdf
- List references cited in the text of the assignment in alphabetical order (using the surname of the first author) on a separate page titled 'References' after the text of the assignment, but before any appendices. Do not change the order of authors for a particular source. For example if the authors of a journal article are Wallace, MC, Shorten, A & Russell, KG, DO NOT alter this to Russell, KG, Shorten, A & Wallace, MC.
- Do not include a bibliography – only a reference list is required.
- Use a variety of sources and include current journal articles as well as books and credible websites.

Section 3: Documentation

The following notes are designed to assist students with the mechanical aspects of their assignment-writing. Proper use of these techniques for citation may enable you to avoid any suspicion of plagiarism (see Section 1).

Documentation should be used to refer to the source of, and authority for, statements in the text of your assignment; or to indicate where fuller details can be found.

In your early assignments you may find it challenging to find a good balance in the amount of 'documentation of sources' you provide. It is better to give too much documentation rather than too little.

Citation and referencing are often used interchangeably with the term 'documentation'.

When to document

Full documentation is an essential part of any assignment. It enables the reader to follow up the source of ideas, interpretations and information in the assignment and it makes clear when you are drawing your own conclusions for the evidence presented. Failure to document adequately and fully is to ignore scholarly rules and may mean that you may not receive full recognition for originality.

Documentation should be used not only to provide the source of a direct quotation but also to give the source for any information, ideas or interpretation that you use.

You must give your source for any direct quotation, but it is equally important when you are paraphrasing another person's ideas to give your source.

How to set out quotations

Please refer to **Commonwealth of Australia 2002, *Style manual for authors, editors and printers*, 6th edn, rev. Snooks & Co., John Wiley & Sons, Brisbane** or http://www.cqu.edu.au/referencing/ref_style/harvard_guide.pdf (Original document used courtesy of CQUniversity Australia.) (© Copyright Central Queensland University, 2007)

The Harvard System

In the Harvard System you document your reference by including in brackets after the reference the author who is the source of the idea, followed by the year of publication and the page on which the reference is found, if directly quoting the author. When acknowledging a source of information, the author and year of publication are given. However, this school (along with some other schools and universities) also requires a page number to be given in this situation. The full citation of the work is then given in the reference list, as explained in

Commonwealth of Australia 2002, *Style manual for authors, editors and printers*, 6th edn, rev. Snooks & Co., John Wiley & Sons, Brisbane or http://www.cqu.edu.au/referencing/ref_style/harvard_guide.pdf (Original document used courtesy of CQUniversity Australia.) (© Copyright Central Queensland University, 2007)

Section 4: Marking Criteria

Students should be aware that markers usually look for the following qualities in a written piece of work:

- evidence of appropriate reading
- understanding of the relevant aspects
- depth of analysis
- logical development of your arguments
- relevance of the argument to the topic
- clarity of expression
- correct spelling and grammar

Consequently, although it is not possible to deal in absolutes, as a guide grades will be assigned using the following elements:

Students should refer to individual assessment criteria for each subject.

High: 85-100%

Distinction

originality in synthesis at a high level of consistency through argument; mastery of material; extensive and appropriate range of sources; systematic and creative information retrieval; extremely pleasing prose; thought provoking; excellent coverage of all objectives (where provided).

Distinction: 75-84%

understands and uses theory systematically; wide range of appropriate sources; capable of in depth analysis; stylish composition; sustained arguments linking major concepts and issues; all objectives (where provided) dealt with in some depth.

Credit: 65-74%

good understanding of theory which is used to explain material; some useful insights; use of a reasonable array of appropriate sources; coherent argument which is focused but could be improved; deals competently with all objectives (where provided); interesting to read.

Pass: 50-64%

readable; descriptive rather than analytical or theoretical; dependent on a limited range of sources; some understanding of relevant nursing concepts and major issues involved; coherent style; responds to all assignment objectives (where provided); develops an argument but not convincingly sustained.

Pass: 45-49%

Conceded

superficial response to one or more assignment objectives (where provided); some evidence of relevant reading; uneven or lacking in balance; dependent on a very limited range of resources; argument poorly constructed or unconvincing in parts; unreadable in some parts.

Fail: 0-44%

unacceptable presentation; no grasp of concepts involved; waffled; incomplete; unreadable; not on topic; no evidence of relevant reading; no understanding or awareness of factors relevant to the topic; no line of argument; misunderstanding of set material; superficial; major errors of focus; way under length; way over length; some or all of the above; over two (2) weeks late without an extension; ignores one or more assignment objective (where provided); overlooks aspects essential to patient safety; violates patient safety; violates patient confidentiality.

Fail: 0-44%

work done by someone other than name on paper; work previously submitted for assessment; plagiarism in the form of:

- a) copying segments of a book or article and presenting it as your own work. Simply tagging authors on to the end of a paragraph, or after several paragraphs lifted from other authors, will not avoid the charge of plagiarism
- b) changing slightly the work of someone else and presenting it as your own work. Merely to change a work here and there or to juxtapose sentences in a different sequence will also not avoid the charge of plagiarism
- c) presenting the ideas of other author(s) as your own
- d) unacknowledged direct quotes.

Section 5: Glossary of Terms

Analyse	Separate or break the subject matter into its parts to discover their nature, proportion, function and relationships.
Argue	Systematically support or reject a position by presenting reasons and evidence for acceptance or rejection, while indicating your awareness of opposing points of view.
Comment	Make a critical observation about the subject matter; be careful not to cast too wide a net here, or to write in too many generalisations.
Compare	Find similarities and differences between two or more ideas, events, interpretations etc. Ensure that you understand exactly what you are being asked to compare. For example, if asked to compare two nursing theories, on which aspects should you focus? Should you be concerned with the details of the theories and how they apply clinically? Should you include a comparison of the influences that shaped the development of each theory?
Contrast	The remarks on 'compare' also apply to 'contrast'. Usually the difference is that you should concentrate on dissimilarities.
Critique	A critique is a kind of analysis, but being 'critical' implies something more than merely analysing. Criticising implies making judgements, expressing opinions. Specifically, a critique is an evaluation. In an analysis we ask What are the components? How is it put together? but in a critique we ask What is its value? To evaluate anything implies judging it. In a critique, you must not only give your judgement, you must say why (substantiate it).
Define	Provide clear, concise, authoritative meanings, in which you address the nature or essential qualities. Details are not necessarily required, but you may wish to cite the boundaries or limitations of the definition, since meanings can extend beyond simple definitions. Consider the 'class' to which a concept belongs and whatever differentiates it from all others in that class (for example, a nursing diagnosis).
Describe	Recall facts, processes or events. You are not asked to explain or interpret. Try to provide a thorough description, emphasising the most important points.
Discuss	Present a view, that of others and/or your own. This is likely to entail both description and interpretation. Your opinion should be supported by arguments and evidence.
Enumerate	Provide a list or outline form of reply. In such assignments, you should recount, one by one, but concisely, the points required.
Evaluate	Here you are asked to appraise in order to make a judgement, which means considering both strengths and weaknesses.
Explain	This will require you to analyse in order to assign or interpret meanings clearly. You should avoid merely describing or summarising, for your focus should be on the 'why' and 'how' of a particular issue, with the aim of clarifying reasons, causes, effects.
Illustrate	Clarify, exemplify or elucidate by presenting a figure, picture, diagram or concrete example.
List	Provide an itemised series or tabulation, which may often be expressed in point form.

Outline	Give an organised description or an ordering of information in which you state the main point, but omit details. Present the information in a systematic arrangement or classification.
Prove	Confirm or verify. You should establish something with certainty by citing and evaluating evidence, or by logical reasoning.
Relate	When showing relationships, your answer should emphasise connections and associations in a descriptive manner.
Review	Re-examine, analyse and comment briefly (in an organised sequence) on the major points of an issue.
State	Formally set forth a position or declare definitely. Usually details and examples can be omitted.
Summarise	Provide a brief statement or an account covering the main points in sequence or by assimilating parts into a general comment: omit details.
Trace	Give the development, process or history of a thing, event or idea, usually by proceeding from the latest to the earliest evidence or development.

Reference:

Bate, D & Sharpe, P 1990, *Student writer's handbook*, HB Jovanovich, Sydney.