# Glossary of terms used for externally-assessed units

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills. Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

| Command word | |
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| Add/label | Learners label or add to a stimulus material given in the question, for example labelling a diagram or adding units to a table. |
| Assess | Learners give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something and come to a conclusion where needed. |
| Bias | Inclination or prejudice in a way considered to be unfair |
| Calculate | Learners obtain a numerical answer, showing relevant working. If the answer has a unit, this must be included. |
| Comment on | Learners synthesise a number of variables from data/ information to form a judgement. More than two factors need to be synthesised. |
| Compare | Learners look for the similarities and differences of two (or more) things. Should not require the drawing of a conclusion. Answer must relate to both (or all) things mentioned in the question. The answer must include at least one similarity and one difference. |
| Complete | Learners complete a table/diagram. |
| Convert | Relates to unit conversion, for example g to kg. |
| Criticise | Learners inspect a set of data, an experimental plan or a scientific statement and consider the elements. Look at the merits and/or faults of the information presented and back up judgements made. |
| Deduce | Learners draw/reach conclusion(s) from the information provided. |
| Derive | Learners combine two or more equations or principles to develop a new equation. |

| Command word | |
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| Describe | Learners give an account of something. Statements in the response need to be developed as they are often linked but do not need to include a justification or reason. |
| Determine | Learners' answers must have an element that is quantitative from the stimulus provided, or must show how the answer can be reached quantitatively. To gain maximum marks there must be a quantitative element to the answer. |
| Devise | Learners plan or invent a procedure from existing principles/ideas |
| Discuss | Learners identify the issue/situation/problem/argument that is being assessed in the question. Explore all aspects of an issue/situation/problem/argument. Investigate the issue/situation, etc. by reasoning or argument. |
| Draw | Learners produce a diagram, either using a ruler or using freehand. |
| Economic issue | Related to the best use of limited, or scarce, resources |
| Environmental issue | Related to the harmful effects of human activity on the environment. |
| Ethical issue | Ethically related aspects that may have affected how research was carried out. |
| Evaluate | Learners review information then bring it together to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context. |
| Explain | Learners' explanations require a justification/ exemplification of a point. The answer must contain some element of reasoning/justification – this can include mathematical explanations. |
| Give a reason why | When a statement has been made and the requirement is only to give the reasons why. |
| Give/state/name | These generally require recall of one or more pieces of information |

| Command word | |
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| Identify | Usually requires some key information to be selected from a given stimulus/resource. |
| Implication | Effects or consequences of an action or decision that may happen although not explicitly stated. |
| Influence | The capacity or power to have an effect on the development, actions, behaviours or opinions. |
| Issue | May be used on its own to describe the subject that the article is describing. |
| Media | The means of mass communication through reporting medium |
| Plot | Learners produce a graph by marking points accurately on a grid from data that is provided and then drawing a line of best fit through these points. A suitable scale and appropriately labelled axes must be included if these are not provided in the question. |
| Predict | Learners give an expected result. |
| Primary research | Research compiled directly from the original source, which may not have been compiled before. |
| Qualitative data | Descriptive data, such as data drawn from open-ended questions in questionnaires. |
| Quantitative data | Data in numerical form which can be categorised and used to construct graphs or tables of raw data, such as data drawn from results of experiments. |
| Record | Specifically relates to devising a results table |
| Referencing | Acknowledgement of sources of information used within an article. |
| Reliability | The extent to which an experiment, test or measuring procedure yields the same results on repeated trials. |
| Research methods | Refers to how the research described in the article was carried out, for example through quantitative methods such as analysis of numerical data or qualitative-based observations. |
| Scientific article | The account of a piece of recent research relating to an aspect of science. |

| Command word | |
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| Scientific issue | Issue or problem that has been identified, which is often open ended and has multiple potential solutions. |
| Secondary sources/research | Published research reports and data, likely to be based on analysis of primary research. |
| Show that | Learners prove that a numerical figure is as stated in the question. The answer must be to at least one more significant figure than the numerical figure in the question. |
| Sketch | Learners produce a freehand drawing. For a graph this would need a line and labelled axes with important features indicated. The axes are not scaled. |
| Social issue | An issue that influences and is opposed by a considerable number of individuals within a society. |
| State and justify/identify and justify | When a selection is made and a justification has to be given for the selection. |
| State what is meant by | When the meaning of a term is expected but there are different ways in which this meaning can be described. |
| Target audience | A specific group at which the article is aimed. |
| Technical language | Specific terminology directly relating to the subject matter presented in the article. |
| Write | When the question asks for an equation. |