



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	
Activity	A planned play and learning experience to develop a child's skills and abilities.
Activity Plan	A structured breakdown of an experience to develop a child's skills and abilities.
Analyse	Learners present the outcome of methodical and detailed examination either by breaking down: <ul style="list-style-type: none"> • a theme, topic or situation in order to interpret and study the relationships between the parts and/or • information or data to interpret and study key trends and interrelationships.
Article	The pre-released account of a piece of recent research relating to an aspect of health or social care. Could be based on a longer research report.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or to identify those that are the most important or relevant and arrive at a conclusion
Describe	Learners give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about a subject.
Discuss	Learners consider different aspects of a topic, how they interrelate and the extent to which they are important.
Early Years Theory	Ideas that underpin early years teaching practices
Ethical issue	Ethically related aspects that may have affected how the research was carried out.
Evaluate	Learners draw on varied information, themes or concepts to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions, and relevance or significance.
Explain	Learners show they understand the origins,



Command word	
	functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details.
Give	Learners can provide: <ul style="list-style-type: none"> • examples • justifications.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Issue	'Issue' may be used on its own to describe the subject of the research that the article is describing.
List	Learners provide information as an item, by item record of names of things.
Literature review	An assessment of existing research around a particular issue or area of study.
Primary research	Research compiled directly from the original source, which may not have been compiled before. Learners are not expected to carry out primary research, but they are expected to understand the advantages and disadvantages of different primary research methods.
Qualitative research	Descriptive data, to include data drawn from open-ended questions in questionnaires, interviews or focus groups.
Quantitative research	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, hospital data showing admissions of individuals with certain health conditions, closed questions in questionnaires.
Research methods	Refers to how the research described in the article was carried out, for example through quantitative methods such as analysis of figures drawn from hospitals or GP surgeries; or qualitative based on focus groups, questionnaires.
Resources	Pieces of equipment needed to support children's activities
Secondary sources/research	Published research reports and data, likely to be based on analysis of primary research
Which	Learners specify one or more items from a definite set.