



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	
Analyse	Learners examine in detail in order to discover the meaning or essential features of a theme, topic or situation, or break something down into its components or examining factors methodically and in detail. To identify separate factors, say how they are related and explain how each one contributes to the topic.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or identifies those which are the most important or relevant to arrive at a conclusion.
Commercialisation	The way something is managed or exploited in order to make a profit.
Describe	Learners give an account, or details, of 'something' or give an account of a 'process'.
Discuss	Learners identify the issue/situation/problem/ argument that is being assessed in the question given, exploring all aspects and investigating fully.
Evaluate	Learners review information before bringing it together to form a conclusion or come to a supported judgement of a subject's qualities in relation to its context, drawing on evidence: strengths, weaknesses, alternative actions, relevant data or information.
Explain	Learners convey understanding by making a point/statement or by linking the point/statement with a justification/expansion
Give	Learners can provide examples, justifications and/or reasons to a context.
Identify	Learners assess factual information that may require a single word answer although sometimes a few words or a maximum of a single sentence are required.
Infrastructure	The basic physical and organisational

Command word	
	structures and facilities (e.g. buildings, roads, and power supplies) needed for the operation of a society or enterprise.
Interrelationship	The way in which each of two or more things is related to the other or other.
Interpretation	Learners are able to draw the meaning, purpose or qualities of something from stimulus.
Justification	Learners give reasons or evidence to: <ul style="list-style-type: none"> • support an opinion and or decision • prove something right or reasonable.
Key Performance Indicators (KPIs)	A performance measure used to evaluate the success of a situation, organisation or particular activity.
Proposal	A detailed description of aims, performance indicators, proposed activities and resources aimed at developing sport.
Qualitative evidence	Descriptive information from interviews or questionnaires.
Quantitative evidence	Numerical or statistical information.
Relevance	Importance to the matter at hand.
Sports development	To work with individuals groups and organisations to increase participation in sport and physical activity of all kinds.
Sports development stakeholders	Anyone who has an interest in the value that the organisation creates. Stakeholders may be owners, customers, sponsors, employees, volunteers and government agencies.
State/Name	Learners give a definition or example.
To what extent	Learners review information then bring it together to form a judgement or conclusion, following the provision of a balanced and reasoned argument.
Wider sports context	The wider community and other organisations in the same sport. Participants, volunteers, owners, customers, sponsors, employees, volunteers, government agencies.