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	
Adequate	Learners provide sufficient information to ensure their understanding and knowledge.
Analyse	Learners break something down into its components/parts. Consider media representations methodically and in detail in order to interpret the interrelationships between the media text, its context, audience and potential meaning and determine how the interrelationships each contribute to the representation.
Assess	Learners review information then bring it together to form a judgement/conclusion, following the provision of a balanced and reasoned argument.
Catalogue	A list of referenced primary and secondary sources.
Clear	The evidence is presented in an unambiguous manner that demonstrates learners' understanding, knowledge or skill.
Compare	Learners articulate the similarities and differences between techniques, theories, purposes and outcomes relating to different media representations.
Competent	Learners are able to work in order to complete tasks.
Comprehensive	The evidence is presented in a manner that demonstrates learners' thorough and consistent understanding, knowledge or skill.
Construct/build	Use edited/manipulated assets/materials to make a finished digital media product.
Consumption	How people consume or access media.
Create	Make assets or materials for a digital media product.
Detailed	Learners provide evidence that demonstrates the use of a wide range of information or techniques.

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Effective	Learners are successful in producing an intended result.
Evaluate	Learners review information then bring it together to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative interpretations and relevance and significance. Come to a supported judgement of a subject's qualities in context and in relation to specific media representation(s).
Explain	Learners' explanations require a justification/exemplification of a point. It contains an element of reasoning to demonstrate understanding of the concept/topic being explained.
Give	Learners' recall of one or more pieces of information. When used in relation to a context, it determines learners' grasp of factual information presented.
Identification	Being able to describe briefly.
Identify	Learners select and relay information from a given stimulus/resource.
Impact	Effects of the issue.
Key issues	Primary points raised in the stimulus material.
Layout	A sketch showing the component parts of a print, web or screen-based interactive product (sometimes called thumbnail).
Limited	Elements are minimal and not fully developed.
Navigation	An overview of an interactive or web product that demonstrates how elements are linked.
Pitch	A succinct way of selling your idea to the client, explaining why your solution to the brief should be chosen.
Production	How people create and distribute media.
Proposal	A document that outlines all the aspects of your idea, including how it is going to be made and the content, as well as consideration of legal issues.
Rationale	A justification of ideas based on the information provided and how this has been used to formulate a response.
Command word	

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Script	Written speech or dialogue with associated timings and directions.
Storyboard	A visual representation of a moving image sequence.
To what extent	Learners show clear details and give reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at). For example, 'To what extent might recent…'.