

## Appendix 5: Command words

The following table lists the command words used in the external assessments.

| Command word    | Definition   |
|-----------------|--|
| Add/Label       | Requires the addition or labelling of a stimulus material given in the question, for example labelling a diagram or adding units to a table.   |
| Calculate       | Obtain a numerical answer, showing relevant working.   |
| Comment on      | Requires the synthesis of a number of variables from data/information to form a judgement.   |
| Compare         | Looking for the similarities <b>or</b> 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.  |
| Complete        | Requires the completion of a table/diagram.  |
| Deduce          | Draw/reach conclusion(s) from the information provided.  |
| Describe        | To give an account of something. Statements in the response need to be developed, as they are often linked but <b>do not</b> need to include a justification or reason.  |
| Determine       | The answer 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.   |
| Design          | Plan or invent a procedure from existing principles/ideas.   |
| Discuss         | <ul style="list-style-type: none"> <li>identify the issue/situation/problem/argument that is being assessed within the question.</li> <li>explore all aspects of an issue/situation/problem/argument.</li> <li>investigate the issue/situation etc. by reasoning or argument.</li> </ul> |
| Draw            | Produce a diagram either using a ruler or freehand.  |
| Estimate        | Find an approximate value, number or quantity from a diagram/given data or through a calculation.  |
| Evaluate        | Review information (e.g. data, methods) 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 quality and relate it to its context.          |
| Explain         | An explanation requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification – this can include mathematical explanations.  |
| Give/State/Name | All of these command words are really synonyms. They generally all require recall of one or more pieces of information.  |

|                                       |   |
|---------------------------------------|---|
| Give a reason/reasons                 | When a statement has been made and the requirement is only to give the reason(s) why.   |
| Identify                              | Usually requires some key information to be selected from a given stimulus/resource.  |
| Justify                               | Give evidence to support (either the statement given in the question or an earlier answer).   |
| Measure                               | To determine the dimensions or angle from a diagram using an instrument such as a ruler or protractor.  |
| Plot                                  | Produce a graph by marking points accurately on a grid from data that is provided and then draw 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                               | Give an expected result.  |
| Show that                             | Verify the statement given in the question.   |
| Sketch                                | Produce a freehand drawing. For a graph, this would need a line and labelled axes with important features indicated. The axes are not scaled.   |
| State what is meant by                | When the meaning of a term is expected but there are different ways for how these can be described.   |
| Suggest                               | Use your knowledge to propose a solution to a problem in a novel context.   |
| Write                                 | When the question asks for an equation.   |
| <b>Verb proceeding a command word</b> |   |
| Analyse the data/graph to explain     | Examine the data/graph in detail to provide an explanation.   |
| <b>Multiple choice questions</b>      |   |
| What, Why,<br>Which, How many         | Direct command words used for multiple-choice questions.  |