Pearson
Edexcel

iPrimary

COMPUTING

SPECIFICATION

Pearson Edexcel International Award in Primary Computing (JCP11)
For first teaching September 2019
First examination June 2020
Issue 2

Edexcel, BTEC and LCCI qualifications

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Acknowledgements

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All information in this specification is correct at time of publication.

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Summary of Pearson Edexcel International Award in Primary Computing specification Issue 2 changes

Summary of Changes made between previous issue and this current issue		Page number
	Added the second assessment session of October	3
1.1	Changed to 'Understand what an algorithm is and what algorithms are used for' Changed curriculum reference to PS1.1A, B	5
1.2	Changed to 'Be able to interpret algorithms presented as flowcharts and in text format' Changed curriculum reference to PS6.1C	5
1.3	Changed to 'Be able to create algorithms to solve a particular problem in flowchart or text format' Changed curriculum reference to PS6.1A, B	5
1.4	Changed to 'Be able to identify and correct (debug) errors in algorithms' Changed curriculum reference to PS6.1D	5
1.5	Added new content area 1.5 'Be able to decompose a problem into smaller sub-problems' Used curriculum reference PS6.1E	5
2.1	Changed to 'Understand the structural components of a program (command sequences, selection, repetition, inputs and outputs)' Changed curriculum reference to PD6.1B	5
2.2	Changed to 'Understand different data types (number (integer, real), text (char, string), Boolean) and arithmetic operators (add, subtract, divide, multiply)' Changed curriculum reference to PD6.1D, F	5
2.3	Changed to 'Understand what variables are and how they are used in programs' Changed curriculum reference to PD6.1E	5
2.4–2.6	Content areas removed	5

Summary of Changes made between previous issue and this current issue		Page number
3.1	Changed to 'Understand the key features of digital devices (tablets, smartphones, laptops, desktop PCs)' Changed curriculum reference to CO6.1A	6
3.2	Changed to 'Understand the purpose and use of digital devices (cameras and camcorders, games consoles, home entertainment systems, media players)' Changed curriculum reference to CO1.1B	6
3.3	Changed to 'Know about three types of network which are used to connect users to the Internet (mobile phone network, wired phone network, cable TV network)' Changed curriculum reference to CO5.1A	6
3.4	Changed to 'Be able to select appropriate digital devices for a given project' Changed curriculum reference to CO6.1B	6
3.5	Changed to 'Know different types of input devices/peripherals (keyboard, mouse, joystick, digital camera, webcam, microphone, touch screen, distance sensor, tilt sensor, buttons and switches) and output devices/peripherals (screen, speakers, printer, motor, buzzer, lights, servo motor)' Changed curriculum reference to CO1.1D, CO2.1C, CO3.1B	6
3.6	Changed to 'Understand the key features of software applications (apps) (word processing software, database management system (DBMS), spreadsheet, graphics, presentation software)' Changed curriculum reference to CO6.1C	6
3.7	Added new content area 3.7 'Be able to select appropriate software that meets the specified needs of a project' Used curriculum reference CO6.1D	6
4.1	Changed curriculum reference to CN2.1E	6
4.2	Changed to 'Know that digital devices can communicate with each other by transferring data that can be sent wirelessly or through a wired network' Changed curriculum reference to CN5.1B	6

Summary of Changes made between previous issue and this current issue		Page number
4.3	Changed to 'Understand different forms of cyberattack that use social engineering (shoulder surfing, phishing, pharming)' Changed curriculum reference to CN2.1A, CN5.2B	6
4.4	Changed to 'Know what is meant by the terms 'Internet' and 'World Wide Web" Changed curriculum reference to CN5.1A	6
4.5	Changed to 'Understand why computers are connected in a network, including the Internet (World Wide Web, video sharing, telephone services)' Changed curriculum reference to CN5.1A	7
4.6	Changed to 'Know about different methods that are available to secure data and personal information online (username, password, PIN, biometrics)' Changed curriculum reference to CN5.2A	7
4.7	Changed to 'Understand the impact of networks on information services, learning, entertainment and leisure' Changed curriculum reference to CN6.1A	7
4.8	Changed to 'Understand the social impacts of the use of networks (social interaction, cyberbullying, physical activity)' Changed curriculum reference to CN6.2A	7
4.9	Changed to 'Know the meaning of the term 'digital etiquette' and how to behave safely, responsibly and with regard to others when using digital technologies' Changed curriculum reference to CN6.2D	7
4.10	Changed to 'Understand what constitutes acceptable/unacceptable online behaviour and to report concerns about content, contact and conduct to an appropriate individual or organisation' Changed curriculum reference to CN6.2D	7
4.11	Changed to 'Understand key features of online communities (social networking, online gaming, online work spaces, virtual learning environments (VLEs), user-generated reference sites (wikis, websites, forums), user-generated content (video sharing sites, blogs, websites, social bookmarking))' Changed curriculum reference to CN6.2A	7

Summary of Changes made between previous issue and this current issue		Page number
4.12	Changed to 'Understand how copyright legislation affects the use of digital information and media' Changed curriculum reference to CN4.2A	7
4.13	Changed to 'Understand the health and safety issues that arise from individuals' use of digital devices (neck strain, eye strain, wrist strain, RSI, sedentary lifestyle) and know how they can be minimised (taking breaks, positioning of equipment, exercising, lighting, adjusting text size, adjusting contrast)' Changed curriculum reference to CN6.2F	7
4.14	Changed to 'Know how to use search engines and bookmarks effectively' Changed curriculum reference to CN4.3A	7
4.15	Changed to 'Be able to evaluate the fitness for purpose of available information in terms of accuracy, age, relevance, reliability, bias' Changed curriculum reference to CN4.3B	7
4.16–4.21	Content areas removed	7
5.1	Added 'e-waste' to bracketed examples	8
6.1	Changed to 'Be able to recommend combinations of appropriate software applications (word processing, database management, spreadsheet, presentation (multimedia), graphics, desktop publishing to design and create a range of content to accomplish given goals' Changed curriculum reference to IT6.1A	8
6.2, 6.3	Content areas removed	8

Summary of Changes made between previous issue and this current issue		Page number
7.1	Changed to 'Be able to recognise/describe the use of features used to edit and format text (bullets, numbering, sub-numbering, alignment, tabs, line spacing, colour, font size and style, text wrap, text boxes)' Changed curriculum reference to SS3.1A	8
7.2	Changed to 'Be able to recognise/describe the use of layout features (columns and/or tables, horizontal and vertical text alignment, merge and split cells, gridlines, borders, shading)' Changed curriculum reference to SS4.2A	8
7.3	Content area removed	8
8.1	Changed to 'Understand the different data types (text, number, date, currency)' Changed curriculum reference to IT6.2A	8
8.2	Changed curriculum reference to IT6.2B	8
8.3	Changed to 'Be able to recommend a single criterion for use in a search/query' Changed curriculum reference to IT6.2C	8
8.4	Content area removed	8
9.1	Changed curriculum reference to IT5.2A	9
9.2	Changed curriculum reference to IT5.2B	9
9.3	Changed curriculum reference to IT5.2C	9
10.1	Changed to 'Be able to recognise the components of slides (text, images, buttons, hyperlinks to internal and external content, animation effects and transition effects)' Changed curriculum reference to SS3.2A	9
11.1	Changed to 'Understand that images can be created by combining basic shapes and text, rectangles/ squares, circles/ovals, lines, triangles, arrows and text' Changed curriculum reference to SS4.1A	9
11.2	Changed curriculum reference to SS4.1B	9
12.1	Changed curriculum reference to SS3.4A	9

Summary of Changes made between previous issue and this current issue		Page number
12.2	Changed curriculum reference to SS3.4B	9
12.3	Changed curriculum reference to SS3.4C	9

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

1 Introduction

Why choose the Pearson Edexcel International Award in Primary Computing?

We have listened to feedback from all parts of the International School subject community, including a large number of teachers. We have made changes that will engage students and give them skills that will support progression to further study in computing and a range of other subjects. Our content and assessment approach to primary computing has been developed alongside primary English, primary mathematics and primary science to ensure a consistent approach across the whole Pearson Edexcel iPrimary programme.

The content and assessment approach for primary computing has been designed to meet students' needs in the following ways:

- content is interesting and engaging, and is designed to ensure good preparation for further study of the Pearson Edexcel International Award in Lower Secondary Computing
- opportunities are provided to 'localise' the content to make it more relevant for students
- achievement tests are clear and straightforward – our achievement tests are clear and accessible for students of all ability ranges and for all learning styles; our mark schemes are straightforward, so that the assessment requirements are clear
- students' skills are broadly developed – the skills developed will be assessed through questions in written examinations – applying understanding of computing concepts and principles to a range of situations improves their analytical and logic skills.

Progression to iLowerSecondary and to International GCSE

The Pearson Edexcel iPrimary programme is the ideal preparation for progression to the Pearson Edexcel iLowerSecondary programme and for laying the foundation for success at International GCSE level.

Through our World Class Qualification development process, we have consulted with International GCSE teachers and examiners to validate the appropriateness of the qualification, including its content, skills development and assessment structure.

More information on all our qualifications can be found on our Pearson Edexcel iPrimary and iLowerSecondary pages at qualifications.pearson.com

Supporting you in planning and implementing this qualification

The Pearson Edexcel iPrimary programme is more than just a curriculum and specification – it is a complete toolkit for teachers comprising the following elements to improve student outcomes.

Planning

- Full, editable Schemes of Work are supplied for all six years of the iPrimary curriculum.

Teaching and learning

- Subject-specific teacher guides at each level support specialist- and non-specialist teachers; the guides cover teaching techniques, pedagogy and short-, medium- and long-term planning.
- Full example units of work are provided for each and every topic.

Training and professional development

- Face-to-face teacher professional development is included as part of your iPrimary subscription.
- Additional, ongoing online and interactive webinar support is also included as part of the programme.

Preparing for assessments

Exam support

We will give you resources to help you prepare your students for their assessments, for example examiner commentaries following each examination series.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you to identify the topics and skills where further learning would benefit your students.

Get help and support

Get support from both Pearson and the wider iPrimary community via our dedicated online forum

https://community.pearsoninternationalschools.com/clubs/view/iprimary-pilot-schools

Qualification at a glance

Content and assessment overview

The Pearson Edexcel International Award in Primary Computing consists of one externally-set achievement test.

Achievement test	**(JCP11/01)***
Externally assessed Written examination: 1 hour Availability: June and October First assessment: June 2020 60 marks	
Content overview The content is split into two sections as follows: **Section A – Computer Science** Topic 1. Problem solving: algorithms, decomposition and abstraction Topic 2. Programming and development Topic 3. Computers: hardware and software Topic 4. Communications and networks **Section B – Digital Technology** Topic 5. Bigger picture Topic 6. Information technology Topic 7. Software skills: word processing Topic 8. Software skills: database management Topic 9. Software skills: spreadsheets Topic 10. Software skills: presentation Topic 11. Software skills: graphics Topic 12. Software skills: file handling	
Assessment overview • The test has two sections: o Section A consists of 40 marks, it covers the content from Computer Science. o Section B consists of 20 marks, it covers the content from Digital Technology. • Students must answer all questions. • The test consists of multiple-choice, closed-response questions and short-open response questions.	

*The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.

2 Subject content and assessment information

Qualification aims and objectives

The International Award in Primary Computing aims to ensure that all students:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Content

Overview

The Pearson Edexcel International Award in Primary Computing requires students to demonstrate knowledge, understanding and application of the following learning objectives drawn from the Pearson Edexcel iPrimary Curriculum in Computing.

Content detail

Section A – Computer Science

Topic 1 – Problem solving: algorithms, decomposition and abstraction

Students should:		**Curriculum reference**
1.1	Understand what an algorithm is and what algorithms are used for	PS1.1A, B
1.2	Be able to interpret algorithms presented as flowcharts and in text format	PS6.1C
1.3	Be able to create algorithms to solve a particular problem in flowchart or text format	PS6.1A, B
1.4	Be able to identify and correct (debug) errors in algorithms	PS6.1D
1.5	Be able to decompose a problem into smaller sub-problems	PS6.1E

Topic 2 – Programming and development

Students should:		**Curriculum reference**
2.1	Understand the structural components of a program (command sequences, selection, repetition, inputs and outputs)	PD6.1B
2.2	Understand different data types (number (integer, real), text (char, string), Boolean) and arithmetic operators (add, subtract, divide, multiply)	PD6.1D, F
2.3	Understand what variables are and how they are used in programs	PD6.1E

Topic 3 – Computers: hardware and software

Students should:		Curriculum reference
3.1	Understand the key features of digital devices (tablets, smartphones, laptops, desktop PCs)	CO6.1A
3.2	Understand the purpose and use of digital devices (cameras and camcorders, games consoles, home entertainment systems, media players)	CO1.1B
3.3	Know about three types of network which are used to connect users to the Internet (mobile phone network, wired phone network, cable TV network)	CO5.1A
3.4	Be able to select appropriate digital devices for a given project	CO6.1B
3.5	Know different types of input devices/peripherals (keyboard, mouse, joystick, digital camera, webcam, microphone, touch screen, distance sensor, tilt sensor, buttons and switches) and output devices/peripherals (screen, speakers, printer, motor, buzzer, lights, servo motor)	CO1.1D, CO2.1C, CO3.1B
3.6	Understand the key features of software applications (apps) (word processing software, database management system (DBMS), spreadsheet, graphics, presentation software)	CO6.1C
3.7	Be able to select appropriate software that meets the specified needs of a project	CO6.1D

Topic 4 – Communications and networks

Students should:		Curriculum reference
4.1	Understand the online services offered by shopping sites (basket, checkout, secure payment, product catalogue), entertainment providers (streaming, downloading), gaming sites	CN2.1E
4.2	Know that digital devices can communicate with each other by transferring data that can be sent wirelessly or through a wired network	CN5.1B
4.3	Understand different forms of cyberattack that use social engineering (shoulder surfing, phishing, pharming)	CN2.1A, CN5.2B
4.4	Know what is meant by the terms 'Internet' and 'World Wide Web'	CN5.1A

Students should:		Curriculum reference
4.5	Understand why computers are connected in a network, including the Internet (World Wide Web, video sharing, telephone services)	CN5.1A
4.6	Know about different methods that are available to secure data and personal information online (username, password, PIN, biometrics)	CN5.2A
4.7	Understand the impact of networks on information services, learning, entertainment and leisure	CN6.1A
4.8	Understand the social impacts of the use of networks (social interaction, cyberbullying, physical activity)	CN6.2A
4.9	Know the meaning of the term 'digital etiquette' and how to behave safely, responsibly and with regard to others when using digital technologies	CN6.2D
4.10	Understand what constitutes acceptable/unacceptable online behaviour and to report concerns about content, contact and conduct to an appropriate individual or organisation	CN6.2D
4.11	Understand key features of online communities (social networking, online gaming, online work spaces, virtual learning environments (VLEs), user-generated reference sites (wikis, websites, forums), user-generated content (video sharing sites, blogs, websites, social bookmarking))	CN6.2A
4.12	Understand how copyright legislation affects the use of digital information and media	CN4.2A
4.13	Understand the health and safety issues that arise from individuals' use of digital devices (neck strain, eye strain, wrist strain, RSI, sedentary lifestyle) and know how they can be minimised (taking breaks, positioning of equipment, exercising, lighting, adjusting text size, adjusting contrast)	CN6.2F
4.14	Know how to use search engines and bookmarks effectively	CN4.3A
4.15	Be able to evaluate the fitness for purpose of available information in terms of accuracy, age, relevance, reliability, bias	CN4.3B

Section B – Digital Technology

Topic 5 – Bigger picture

Students should:		Curriculum reference
5.1	Understand the environmental impact of technology (energy use, resources, e-waste) on society	CN6.2E

Topic 6 – Information technology

Students should:		Curriculum reference
6.1	Be able to recommend combinations of appropriate software applications (word processing, database management, spreadsheet, presentation (multimedia), graphics, desktop publishing) to design and create a range of content to accomplish given goals	IT6.1A

Topic 7 – Software skills: word processing

Students should:		Curriculum reference
7.1	Be able to recognise/describe the use of features used to edit and format text (bullets, numbering, sub-numbering, alignment, tabs, line spacing, colour, font size and style, text wrap, text boxes)	SS3.1A
7.2	Be able to recognise/describe the use of layout features (columns and/or tables, horizontal and vertical text alignment, merge and split cells, gridlines, borders, shading)	SS4.2A

Topic 8 – Software skills: database management

Students should:		Curriculum reference
8.1	Understand the different data types (text, number, date, currency)	IT6.2A
8.2	Understand the structure of a given database (record, field, table)	IT6.2B
8.3	Be able to recommend a single criterion for use in a search/query	IT6.2C

Topic 9 – Software skills: spreadsheets

Students should:		Curriculum reference
9.1	Understand the structure of a spreadsheet (row, column, cell)	IT5.2A
9.2	Understand the purpose of arithmetic operators used in formulae (plus, minus, multiply, divide)	IT5.2B
9.3	Understand the purpose of functions (SUM, AVERAGE)	IT5.2C

Topic 10 – Software skills: presentation

Students should:		Curriculum reference
10.1	Be able to recognise/describe the components of slides (text, images, buttons, hyperlinks to internal and external content, animation effects and transition effects)	SS3.2A

Topic 11 – Software skills: graphics

Students should:		Curriculum reference
11.1	Understand that images can be created by combining basic shapes and text, rectangles/squares, circles/ovals, lines, triangles, arrows and text	SS4.1A
11.2	Understand the use of image editing tools (cropping, adding captions/text)	SS4.1B

Topic 12 – Software skills: file handling

Students should:		Curriculum reference
12.1	Understand the importance of saving work regularly and keeping information secure	SS3.4A
12.2	Understand the need for file formats and sensible filenames	SS3.4B
12.3	Understand the need for managing files and folder structures	SS3.4C

Assessment information

The Pearson Edexcel International Award in Primary Computing consists of an externally-examined achievement test.

- The test is 1 hour and is out of 60 marks.
- The test has two sections:
  - Section A consists of 40 marks, it covers the content from Computer Science
  - Section B consists of 20 marks, it covers the content from Digital Technology.
- Students must answer all questions.
- The test consists of multiple-choice, closed-response questions and short open-response questions.

Please see the *Qualification at a glance* section for more information.

Sample assessment materials

A sample achievement test and mark scheme can be found in the *Pearson Edexcel International Award in Primary Computing Sample Assessment Materials (SAMs)* document.

A full list of command words that will be used in the assessment can be found in *Appendix 1: Command word taxonomy*.

Assessment Objectives

Students must:		**% in qualification**
AO1	Demonstrate knowledge of computing ideas, computing techniques and procedures	28–32
AO2	Demonstrate understanding of computing ideas, computing techniques and procedures	30–33
AO3	Apply knowledge and understanding of computing ideas, computing, techniques and procedures	20–23
AO4	Analyse and interpret information including computing data	3–6
AO5	Evaluate, make judgements and draw conclusions	3–6
AO6	Use computing information to construct an artefact for a real-world situation	5
	Total	**100**

3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is also available on our website: qualifications.pearson.com.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English only. All student work must be in English.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/ assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk.

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ Suspected Malpractice: Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

The Pearson Edexcel International Award in Primary Computing will be graded on a three-level scale from P1 to P3.

A pass in the Pearson Edexcel International Award in Primary Computing is indicated by one of the three levels P1, P2 and P3, of which level P3 is the highest and level P1 the lowest. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

The first certification opportunity for the Pearson Edexcel International Award in Primary Computing will be in August 2020.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Students can progress from this qualification to the Pearson Edexcel International Award in Lower Secondary Computing.

Appendix

Appendix 1: Command word taxonomy

The following table lists the command words that will be used in the externally-examined achievement test.

Command word	Definition
Add/label	Requires the addition of something, or labelling of, a stimulus material given in the question, for example labelling a diagram.
Circle	Used for indicating a point on a diagram where the answer is shown by a circle.
Compare	Looking for similarities and/or differences of two or more things. Should not require the drawing of a conclusion.
Complete	Requires the completion of a table, diagram, algorithm, flow chart or picture.
Create	Requires the creation of an artefact, e.g. an algorithm, flow chart, diagram.
Draw	Produce/complete a diagram using a ruler or freehand.
Describe	To 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.
Explain	An explanation requires an identification of a point linked with justification/reasoning.
Give/State/Name	These command words are really synonyms. They generally require recall of one or more pieces of information. They are used only when there is more than one possible answer and where the words 'What' or 'Which' cannot be used.
Identify	Usually requires some key information to be selected from a given stimulus/resource.
Tick	Used for completion of a table where the answer is given by a tick in the table.
Write	Construct a program command that meets a specified problem or required function. This could be to meet a need or solve an error in a program.

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