

Command terms with definitions

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

Command Term	Level	Definition
Classify	1	Arrange or order by class or category.
Define	1	Give the precise meaning of a word, phrase, concept or physical quantity.
Draw	1	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Label	1	Add labels to a diagram.
List	1	Give a sequence of brief answers with no explanation
State	1	Give a specific name, value or other brief answer without explanation or calculation
Annote	2	Add brief notes to a diagram or graph.
Apply	2	Use an idea, equation, principle, theory or law in relation to a given problem or issue.
Calculate	2	Obtain a numerical answer showing the relevant stages in the working.
Describe	2	Give a detailed account.
Design	2	Produce a plan, simulation or mode
Distinguish	2	Make clear the differences between two or more concepts or items
Estimate	2	Obtain an approximate value.
Outline	2	Give a brief account or summary.
Preset	2	Offer for display, observation, examination or consideration
Trace	2	Follow and record the action of an algorithm.

Command Term	Level	Definition
Analyse	3	Break down in order to bring out the essential elements or structure.
Comment	3	Give a judgment based on a given statement or result of a calculation.
Compare	3	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	3	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	3	Display information in a diagrammatic or logical form.
Contrast	3	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Deduce	3	Reach a conclusion from the information given.
Demonstrate	3	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	3	Manipulate a mathematical relationship to give a new equation or relationship.
Determine	3	Obtain the only possible answer.
Discuss	3	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence
Evaluate	3	Make an appraisal by weighing up the strengths and limitations
Examine	3	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	3	Give a detailed account including reasons or causes.
Formulate	3	Express precisely and systematically the relevant concept(s) or argument(s).
Identify	2	Provide an answer from a number of possibilities.
Interpret	3	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	3	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
Justify	3	Give valid reasons or evidence to support an answer or conclusion
Predict	3	Give an expected result.
Sketch	3	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Suggest	3	Propose a solution, hypothesis or other possible answer.
To what extent	3	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

Command Term Levels

