

Command Word Booklet for Students



Name: _____

Tutor Group: _____

About this booklet:

The aim of this booklet is to assist you in preparing for your GCSE examinations. Across each of your GCSE subjects, staff are preparing you to better understand and plan answers for the different types of examination questions.

Remember that although knowledge of content is important, you will have to **decode** (break down and understand) exam questions before you can start to answer them effectively.

This booklet aims to help you understand how **command words** (a word which tells you how to structure your answer such as explain or describe) might be **applied within different subjects** across the curriculum.

You can **use it in lessons** to assist you in the decoding/unpicking of examination questions, and you can **use it at home** when you are revising and studying.

The following pages in the booklet highlight how command words are used across different subjects. You will be able to see how each command word is used with examples of questions.

The instructions are there to assist you in unpicking subject specific exam questions (and therefore planning the best answers possible which in turn enables you to access the higher marks).



Command words can sometimes be difficult to apply, but if you know how to use them within a specific subject, you will be able to use your time more efficiently and produce higher level responses in exams.

Command word: **Outline/Identify**

This is one of the most commonly shared command words across subjects and therefore has many different meanings in your work. It is likely to be a **lower tariff question** on which this is used.

Subjects used in...	How is it used?
English	<p>Definition: <i>To locate and retrieve explicit and implicit details from the text.</i></p> <p>Skim and scan for key words. Respond using a bullet point list or sentences explaining implicit ideas selected from the text. Keep answers short and precise).</p> <p>Example Q: List 5 reasons why the man went to South Africa. [5 marks]</p>
Maths	<p>Definition: <i>To find</i></p> <p>Example: Identify the outlier on the graph. [1 mark]</p>
Science	<p>Definition: <i>Name or otherwise characterise.</i></p> <p>Example Q: Identify the trend in the boiling points of the halogens as you go down Group 7. [1 mark]</p>
Geography	<p>Definition: <i>Name the feature or otherwise characterise.</i></p> <p>Example Q: <u>Identify</u> the coastal landform in figure 2. [1 mark]</p>
Physical Education	<p>Definition (outline): <i>Give a short account, summary or description.</i></p> <p>Definition (identify): Select an answer from options given. Recognise, name or provide factors or features.</p> <p>Example Q: Identify two user groups who participate in sport. [2 marks] Outline two barriers to participation for the user group teenagers. [2 marks]</p>
Performing Arts	<p>Definition: <i>Summarise or indicate the principal features of something or a brief description or explanation with main points.</i></p> <p>Example Q: Outline the concept and style of performance you have chosen. (Keep it simple, making sure you include the main details and decisions you have made).</p>
Media Studies	<p>Definition: <i>Give information succinctly about media industries or audiences.</i></p> <p>Example Q: Identify two audiences of The Sun newspaper. [2 marks]</p>
Music	<p>Definition: A general explanation. <i>Lay out the basics for the reader and imagine they have never heard this music before.</i></p> <p>Example Q: Outline the structure of Eine Kleine Nachtmusik, movement 3, Minuet and Trio. [2 marks]</p>
Food Preparation and Nutrition	<p>Definition: <i>Set out main characteristics. Name or otherwise characterise.</i></p> <p>Example Q: <u>Identify</u> is often used in multiple choice questions. For example, 'Identify one food below that would display a 'Use by' date' (1 mark - example of correct answer would be: Tub of fresh prawn salad).</p>
Photography	<p>Definition: <i>A way of clarifying the thinking to go ahead which the best compositional solution and photographic technique.</i></p> <p>Plan for the exam – chosen intention, breakdown of the hours.</p>

Art	Definition: <i>A way of clarifying the thinking to go ahead which the best design/art solution.</i> Plan for the exam – chosen intention, breakdown of the hours.
Business Studies	Definition: <i>Name the term, item or phrase. Use as short a sentence as possible. One word or term might be enough.</i> Example Q: Identify one benefit and one drawback to a business of using just in time production. [2 marks]
Computer Science	Definition: <i>Requires some key information to be selected from a give set of options (multiple choice).</i> Example Q: Identify the result of applying an arithmetic shift right to the given pattern.

Command word: Define/Name

The general meaning of both command words are very similar:

Define: To specifically give the **meaning** of something.

Name: Write down the specific **word** associated with the object, chemical or person.

Subjects used in....	How is it used?
Science	Example Q: Define the term diffusion. [2 marks] Example Q: Name the black powder on the filter paper. [1 mark]
Food Preparation and Nutrition	Definition: <i>Specify what is meant by a word, text, concept, or action.</i> Example Q: Define the term cross contamination. [2 marks]
Engineering	Example Q: Name two pieces of information which should be included in the contents of title block in an engineering drawing. [2 marks]
Computer Science	Definition: <i>Specify the meaning</i> Example Q: Define the term algorithm. [2 marks]
Media Studies	Definition: <i>Give information about media industries and audiences.</i> Example Q: Name the regulatory body for film. [1 mark]

Command word: Describe

This is another commonly shared command words across subjects and therefore has many different meanings in your work. It is likely to be a **mid-tariff question** on which this is used (3-6 marks) depending on subjects.

Subjects used in....	How is it used?
Maths	<p>Definition: <i>Write down a full description of what is happening</i></p> <p>Example Q: Describe fully the single transformation that maps shape A onto shape B.</p> <p>Steps to assist: for Enlargement you need to give the scale factor and the centre of enlargement.</p> <p>For a Rotation you need to give the centre of rotation, amount of degrees you are rotating and the direction (clockwise or anti-clockwise)</p> <p>For a Reflection you need to give the equation of the line that you are reflecting in</p> <p>For a Translation (move) you need to give the column vector (how much you are moving in the x-direction and y-direction)</p> <p>For a Single transformation you must only use one of the key words.</p>
Science	<p>Definition: <i>recall some facts, events or process in an accurate way.</i></p> <p>Example Q: Describe how the student could produce copper sulphate crystals from the copper sulphate solution in beaker N. [2 marks]</p>
Geography	<p>Definition: <i>Set out the characteristics. It could be an event, feature, pattern, a distribution or process. Say what you see.</i></p> <p>Example Q: Using Figure 9, describe the distribution of areas with existing licenses for fracking in the UK. [2 marks]</p> <p>Steps to assist: Refer to the figure – place, distance or data? For example, if describing a landform say what it looks like, give some indication of size or scale, what it is made of, and where it is in relation to something else.</p>
History	<p>Definition: <i>To provide an account of two features mentioned in the question.</i></p> <p>Example Q: Describe two problems faced by the Kaiser at the end of World War One. [4 marks]</p> <p>Steps to assist: Identify two problems faced and discuss what the problem was.</p>
Physical Education	<p>Definition: <i>Give an account including all the relevant characteristics, qualities or events. Give a detailed account of.</i></p> <p>Example Q: Describe a sporting example of fair play and excellence [2 marks].</p>

Performing Arts	<p>Definition: <i>Give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information. Normally requires breadth of content coverage.</i></p> <p>Example Q: Describe how you explored the play of Blood Brothers in relation to the theatre practitioner Bertolt Brecht.</p> <p>Steps to assist: Pick out specific examples of the work you have done and give detailed explanations of how you used the skills related to Brecht when performing extracts of the play. Be detailed and specific in your descriptions of the skills you used.</p>
Music	<p>Definition: <i>Give a detailed account in words.</i></p> <p>Example Q: Describe the differences between excerpt A and excerpt B, in regards to texture, rhythm and tonality. [8 marks]</p>
Food Preparation and Nutrition	<p>Definition: <i>Set out characteristics.</i></p> <p>Example Q: <u>Describe</u> a breakfast that would supply the micronutrients needed for good dental health in young children. Give reasons for your choice. [6 marks]</p>
Art	<p>Definition: <i>What do you see?</i></p> <p>Example Q prompts: What type of artwork is it? (sculpture, painting, drawing, mixed media etc.) What kinds of things do you see in the artwork? (Landscape, portrait, still life, animals, religious, historic etc.) How would you describe them? What's going on? Is there a story / action? Is it realistic or abstract? Describe the style.</p>
Computer Science	<p>Definition: <i>To provide an account of something. Statements provided to answer the question should be linked but no justification or reasoning is needed.</i></p> <p>Example Q: Describe how an interpreter translates high level code. [2 marks]</p>
Photography	<p>Definition: <i>What do you see?</i></p> <p>Example Q prompts: What type of photography is it? (slow or fast shutter speed, narrow or wide aperture, macro, wide angle etc.) What kinds of things do you see in the photograph? (Landscape, portrait, still life, animals, religious, historic etc.) How would you describe them? What's going on? Is there a story / action? Is it realistic or abstract? Describe the style.</p>

Command word: Explain

Almost all exam questions will require you to **explain** something and will usually come with **high tariff marks** because the question will require an **extended answer**.

This is where you should be planning an answer before embarking on actually answering it.

A two-minute plan can ensure that you are on target to answer the question and will prevent you from deviating (going off topic) for the question. Generally, **‘Explain’** will require you to use connectives such as those displayed in the table below and will require you to say why something is as it is, or how it has become like that.

Adding	Sequencing (time)	Contrasting (opposites)
and moreover also as well as	next then first, second, third, finally meanwhile eventually after, before	but whereas instead of alternatively otherwise unlike on the other hand however although except unless if as long as
Cause & Effect	Illustrating	
because so therefore thus consequently	for example such as for instance as revealed by in the case of	

Subjects used in....	How is it used?
English	<p>Definition: Comment and analyse how writers use language and structure to achieve effects and influence readers.</p> <p>Example Q: Explain how the writer makes these lines tense and dramatic. [10 marks]</p> <p>Steps to assist: Identify what the writer says (could be implicit and explicit). Explain how the word choices, structure and tone are used to create the effect. Use relevant subject terminology, but only if this supports and develops the explanation.</p>
Maths	<p>Definition: Write down a reason why this is wrong/ tell me why this is wrong using a reason.</p> <p>Example Q: Debbie says: ‘The pie chart shows that Simon caught more roach than Asif caught on Saturday’. Is Debbie right? Explain your answer.</p>
Science	<p>Definition: State the reasons for something happening. You need a ‘because’ in your answer.</p> <p>Example Q: Explain, in terms of particles, why the rate decreases during the reaction between magnesium and ethanoic acid.</p>

Geography	<p>Definition: Give a brief description and say why and how it is like that. Use processes where possible.</p> <p>Example Q: Using Figure 12 and your own knowledge, explain how different landforms may be created by the transport and deposition of sediment along the coast. [6 marks]</p> <p>Steps to assist: This usually requires an understanding of a process and features involved. <u>Develop your points!</u> 'This is because...' 'This means that...'</p>
History	<p>Definition: To give a detailed account of a particular area of History.</p> <p>Example Q: Explain the solutions Stresemann came up with to solve Germany's problems in the 1920s. [8 marks]</p> <p>Steps to assist:</p> <ol style="list-style-type: none"> 1. Write down three solutions before answering the question. 2. Write a detailed account of what Stresemann did. 3. Suggest how his actions benefited Germany.
Physical Education	<p>Definition: Give reasons for and/or causes of. Use words or phrases such as 'because', 'therefore' or 'this means that' in answers.</p> <p>Example Q: Identify one positive and one negative effect that technology has had on sport and explain its effect on spectator experience. [4 marks]</p>
Performing Arts	<p>Definition: Provide details and give reasons why and/or evidence to support an argument.</p> <p>Example Q: Explain how the work of others has influenced your development of skills and techniques.</p> <p>Steps to assist: Explain who has influenced your work and give specific examples of how they have influences using clear examples from your practical devised work.</p>
Media Studies	<p>Definition: Using your own words, show knowledge and understanding of a topic or process.</p> <p>Example Q: Explain the film production process.</p>
Music	<p>Definition: Make clear for the reader.</p> <p>Example Q: Explain 4 ways in which version 2 is different from version 1. [8 marks]</p>
Food Preparation and Nutrition	<p>Definition: Set out purposes or reasons.</p> <p>Example Q: <u>Explain</u> in detail how a temperature probe is used to check that cooked food is safe to eat. [4 marks]</p>
Engineering	<p>Example Q: As consumers become more environmentally aware, engineers have had to look at better ways to manufacture products.</p> <p>One example of this is a fleece top which can be fabricated from just 8 plastic bottles, by shredding the plastic and turning it into polyester thread. Explain one environmental benefit of using recycled materials in the production of the fleece top. [3 marks]</p>
Business Studies	<p>Definition: Set out the purpose or reasons.</p> <p>Example Q: Explain one successful characteristics of a successful entrepreneur.</p> <p>Steps to assist: see booklet.</p>
Computer Science	<p>Definition: Requires a justification or reason to back up the point made. Justification must be linked to the statement provided.</p> <p>Example Q: Explain two differences between a LAN and a WAN. [4 marks] e.g. A WAN is a Wide Area Network that links more than one remote geographical site/location to another.</p> <p>A LAN is a Local Area Network that links together devices that are within one site/location.</p>

Command word: Compare

The command word **compare** can be different in different subjects. Sometimes, the word requires you to look for similarities only, and sometimes, it requires you to look for **similarities and differences**. Be sure you know which subjects you need to do which in!

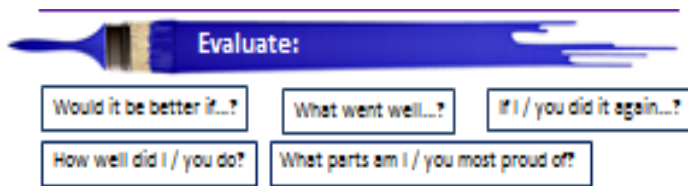
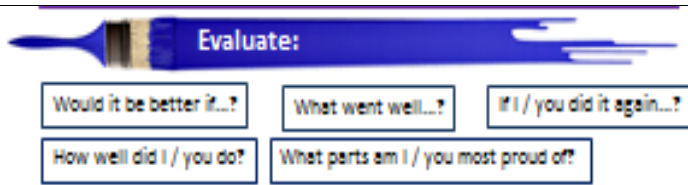
Subjects used in....	How is it used?
English	<p>Definition: <i>To show understanding of the similarities and differences between two texts which are linked by theme.</i></p> <p>Example Q: Now compare 'Considering the Snail' by <u>Thom Gunn</u> and 'A Gull' by <u>Edwin Morgan</u>. You should compare: what the poems are about and how they are organised; the ideas the poets may have wanted us to think about; the poets' choice of words, phrases and images and the effects they create; and how you respond to the poems</p> <p>Steps to assist: Identify the writers' viewpoints and attitudes. Compare how word choices, structure and tone are used to get their points/attitudes across. Use connectives in your response to signal similarities and differences e.g. in contrast, similarity, on the other hand.</p>
Maths	<p>Definition: <i>Look at the data and describe the similarities and differences, you must use two separate maths fact.</i></p> <p>Example: Compare the boys' and girls' data.</p> <p>Steps to assist: You must compare the medians and the IQR or range and explain what one of these means. The median is generally the easiest to explain what it means.</p>
Science	<p>Definition: <i>Describe the similarities and differences between things, not just write about one.</i></p> <p>Example Q: Compare the structure and bonding of sodium chloride and oxygen. [6 marks]</p> <p>Steps to assist: For full marks you need to use connectives to make direct comparisons.</p>
Geography	<p>Definition: <i>Describe similarities and differences.</i></p> <p>Example Q: Using Figure 4, <u>compare</u> HDI values in Africa and South America. [2 marks]</p> <p>Steps to assist: What is similar? What is different? Use data to support points!</p>
History	<p>Definition: <i>To explain the similarities or differences between an events or individuals.</i></p> <p>Example Q: Compare the work of Edward Jenner with the work of John Hunter. In what ways were the different? [8 marks]</p> <p>Steps to assist:</p> <ol style="list-style-type: none"> 1. Identify differences between Jenner's and Hunter's work. 2. Explain what they did from a medical point of view.

Media Studies	<p>Definition: <i>To identify similarities and differences between two media products and then analyse the impact of these on their audiences.</i></p> <p>Example Q: Compare the representations of men on the two GQ magazine front covers.</p> <p>Steps to assist:</p> <ol style="list-style-type: none"> 1. Recall key vocabulary for judging representations 2. Annotate the 'unseen' media product first – identify the media language used to construct the representation and its connotations 3. Look for the similarities and differences with the product you have studied in class, in detail.
Performing Arts	<p>Definition: <i>Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.</i></p> <p>Example Q: Compare the performances of Blood Brothers and Curious Incident.</p> <p>Steps to assist: Pick out ways in which the performances are similar (Consider their aims and creative intentions). Explore what is different about the way the performances are presented and what has influenced the performances.</p>
Music	<p>Definition: <i>Note the similarities and/or differences between.....</i></p> <p>Example Q: Compare the style of track one with the style of track 2. [4 marks]</p> <p>Steps to assist: List similarities and differences.</p>
Food Preparation and Nutrition	<p>Definition: <i>Identify similarities and differences.</i></p> <p>Example Q: Sliced wrapped white and wholemeal bread is widely available from supermarkets. <u>Compare</u> the contributions white and wholemeal bread can make to the nutritional needs of an older person. [6 marks]</p>
Physical Education	<p>Definition: <i>Give an account of the similarities and differences between two or more items or situations.</i></p> <p>Example Q: Compare the advantages and disadvantages of using different types of modern technology, such as goal-line technology and video analysis (VAR) in modern sports, considering their impact on both participants and spectators. [8 marks]</p>

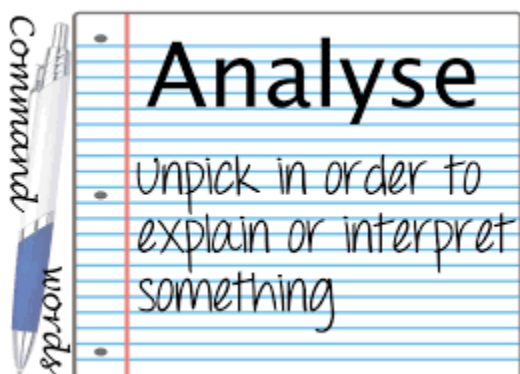
Command word: Evaluate

In general, the word **evaluate** requires you to have information from which you can make an informed decision. It may refer to you evaluating something which you have **created or performed**, or could require you to **make a decision** about the successfulness of something. Use the grid below to help you see how it is used in different subjects.

Subjects used in....	How is it used?
English	<p>Definition: <i>To evaluate texts critically and support with appropriate textual references.</i></p> <p>Example Q: 'The writer encourages the reader to feel sympathy for the man'. To what extent do you agree with this view? [10 marks]</p> <p>Steps to assist: Track through the text chronologically and identify the writer's viewpoint, considering whether or not it changes and why. Explain their feelings and how they get them across, commenting on the language choices, structure and tone. Make a judgement on how far you agree with the statement given in the question e.g. I partially agree, I agree to an extent.</p>
Maths	<p>Definition: <i>Work out the answer to the question given.</i></p> <p>Example: Evaluate $9 + 4 \times 6 - 7$</p>
Science	<p>Definition: <i>Use the information supplied as well as your knowledge and understanding to consider evidence for and against.</i></p> <p>Example Q: A company stated that 'A Life Cycle Assessment shows that using plastic bags has less environmental impact than paper bags'. Evaluate this statement. Use your knowledge and the information in table 1. [6 marks]</p> <p>Steps to assist: Make sure you add value to any information given using your own knowledge. Make a judgement backed up with evidence.</p>
Geography	<p>Definition: <i>Consider several options or arguments and come to a conclusion about their importance/success/worth.</i></p> <p>Example Q: Evaluate the effectiveness of an urban transport scheme(s) you have studied. [9 marks]</p> <p>Steps to assist: Demonstrate a clear understanding of your case study (Where is it? How does it work? When/why was it introduced?) What are the advantages? Disadvantages? Conclude – How successful is it? Why do you think this?</p>
Performing Arts	<p>Definition: <i>Bring together all information and review it to form a conclusion drawing on evidence, including strengths, areas for improvement, alternative actions, relevant data or information.</i></p> <p>Example Q: Evaluate how the outcome met the requirements of the brief.</p> <p>Steps to assist: Ensure that you pick out specific examples to back up your answer. Explore in detail what your outcome, including creative intentions was and relate this back clearly to the original assignment brief.</p>
Media Studies	<p>Definition: <i>To make judgements about a media text based on your analysis of its meanings.</i></p> <p>Example Q: To what extent are the representations of ethnicity in this extract stereotypical?</p> <ol style="list-style-type: none"> 1. Recall your knowledge of conventional and stereotypical representations 2. Explore the media language – does it connote similar ideas? 3. Judge the media, using your judgement vocabulary, e.g. progressive, regressive, conforming, subverting, etc.

Music	<p>Definition: <i>Give a detailed account in words.</i></p> <p>Example Q: Describe the differences between excerpt A and excerpt B in regards to texture, rhythm and tonality. [8 marks]</p>
Food Preparation and Nutrition	<p>Definition: <i>Judge from available experience.</i></p> <p>Example Q: Information is provided about the nutrients contained within two different soups. Students may then be asked: With reference to the ingredients and nutrient content of each of the soups, <u>evaluate</u> the suitability of these soups for people with Coronary Heart Disease (CHD). Give justified reasons for your choice. [8 marks]</p>
Engineering	<p>Example Q: Evaluate the benefits of working to BS8888 when producing engineering G drawings. [9 marks]</p>
Art	
Photography	
Business Studies	<p>Definition: <i>Make a judgement linked to the evidence given based on your analysis. AJIM (Answer, Justify, It depends, Most important).</i></p> <p>Example Q: Evaluate which of the areas given will have the biggest impact. Use evidence to support your answer.</p> <p>Steps to assist: see booklet.</p>
Physical Education	<p>Definition: <i>Make a reasoned qualitative judgement considering different factors and using available knowledge/experience.</i></p> <p>Example Q: The number of role models can affect the popularity of a sport. Evaluate the impact of other factors that can affect the popularity of a sport. [8 marks]</p>

Command word: Analyse



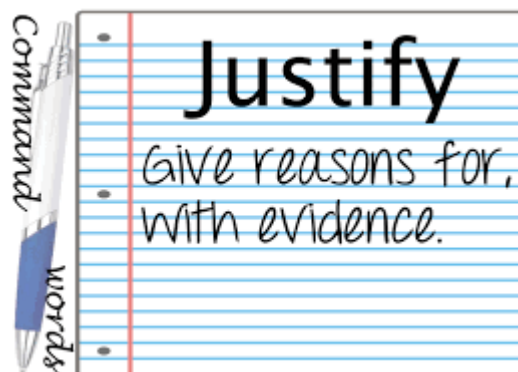
Analyse – Break something into its **component parts** and show how they **relate** to one another.

Subjects used in....	How is it used?
English	<p>Definition: <i>Comment and analyse how writers use language and structure to achieve effects and influence readers.</i></p> <p>Example Q: Explain how the writer makes these lines tense and dramatic. [10 marks]</p> <p>Steps to assist: Identify what the writer says (could be implicit and explicit). Explain how the word choices, structure and tone are used to create the effect. Use relevant subject terminology, but only if this supports and develops the explanation.</p>
Media Studies	<p>Definition: <i>Explore the meanings created by specific elements of media language and how the meanings connect to create an ideology (way of thinking).</i></p> <p>Example Q: Explore the meanings created in this advert.</p>
Physical Education	<p>Definition: <i>Separate or break down information into parts and identify their characteristics or elements. Explain the pros and cons of a topic or argument and make reasoned comments. Explain the impacts of actions using a logical chain of reasoning.</i></p> <p>Example Q: Hosting major sporting events such as the Olympics takes a large amount of planning and organisation, but it can give the hosts huge benefits. Using examples, discuss the potential positive and negative effects during the hosting of a major sporting event.</p> <p>You should include:</p> <ul style="list-style-type: none"> • Positive effects during the event. • Negative effects during the event. • Examples from a variety of major sporting events. [8 marks].
Food Preparation and Nutrition	<p>Definition: <i>Separate information into components and identify their characteristics.</i></p> <p>Example Q: Childhood obesity is increasing in Britain and has been linked to an unhealthy diet. <u>Analyse</u> the various factors which contribute to childhood obesity and explain how an unhealthy diet in childhood may put future health at risk. [10 marks]</p>

Engineering	<p>Definition: <i>Describe and evaluate by reference to different and perhaps contrasting factors.</i></p> <p>Example Q: Analyse how different production aids are used in the manufacture of products. Evaluate how the use of such production aids improves the quality, accuracy and speed of manufacture. [8 marks]</p> <p>Steps to assist: Usually awarded 6-10 marks (Usually a point and an explanation of the point = 1 mark)</p> <p>This question must be broken into two parts; analyse and evaluate</p> <ol style="list-style-type: none"> 1. Define production aids and provide some examples to demonstrate your understanding. Jigs, fixtures, stencils and moulds all aid production. 2. Now evaluate how they improve the manufacture of products; they make sure that the product quality can be repeated i.e. it is the same each time, it ensures that the product can be made quickly and efficiently. Provide some examples; wooden moulds for vacuum forming, pewter casting, and a jig to hold a piece of wood in the same position to ensure the hole is drilled in the same place every time. <p><u>Make sure you have included enough points for each mark available.</u></p>
Art	<p>Definition: <i>How is the artwork organised? The visual elements and principles. The physical making of the artwork.</i></p> <p>Steps to assist: Analysing artwork stem question resource sheet What elements of art did the artist use? (Line, tone/value, shape, form, texture, space, colour) What principles of design are used?</p> <p>(Pattern, balance, unity, variety, emphasis, contrast, scale/proportion, rhythm) How has the artist used /selected these? (Warm/cool colours, tints, light, heavy, smooth, rough, organic, hatch, outline, harmonious etc.) What is the shape, size and scale of the artwork? What media has the artist used?</p>
Photography	<p>Definition: <i>How is the photograph organised? The visual elements and principles. The physical making of the artwork.</i></p> <p>Steps to assist: Analysing artwork stem question resource sheet What elements of art did the artist use? (Line, tone/value, shape, form, texture, space, colour) What principles of design are used?</p> <p>(Pattern, balance, unity, variety, emphasis, contrast, scale/proportion, rhythm) How has the artist used /selected these? (Warm/cool colours, tints, light, heavy, smooth, rough, organic, hatch, outline, harmonious etc.) What is the shape, size and scale of the photograph? What techniques has the photographer used?</p>
Business Studies	<p>Definition: <i>State, Explain and Apply to the case study or item.</i></p> <p>Example Q: Analyse one effect of Treeny Teens using E-Commerce.</p> <p>Steps to assist: see Booklet.</p>

Command word: **Justify**

The questions which require you to **justify (give reasons)** for your answers are usually the ones which come with a **higher mark tariff** (maths and science are the exceptions to this rule). Make sure you plan your answer. A two-minute plan will save you going off topic and ensure you answer the question. These questions are **often marked with a level system**.



Level 1 = basic and does not really contain much information/reasoning.

Level 2 = one which demonstrates some clear justifying/reasoning and perhaps has some specific evidence used.

Level 3 = Detailed and requires you to use specific case study information to back up your answer.

Make sure you have revised your case studies well and are able to include a few facts about it – this way you will be able to achieve the higher marks within the question. Knowing your evidence is key!

Subjects used in....	How is it used?
Maths	Definition: <i>Give full reasons for your answer.</i> Example: Calculate x. Justify your reasons.
Science	Definition: <i>Use evidence from the information supplied to support an answer.</i> Example Q: Give the order of reactivity of metals W, X, Y and Z. Use the results in table 2 to justify your answer [3 marks]
Geography	Definitions: <i>Give reasons for the validity of a view or idea or why some action should be undertaken.</i> Example Q: Transnational corporations (TNCs) only bring advantages to the host country.' Do you agree with this statement? <u>Justify</u> your decision. [9 marks] Steps to assist: STOP! Plan your answer first. Support ideas with evidence! Have you got a balanced answer? Conclusion?
History	Definition: <i>Do you agree with a particular quote?</i> Example Q: "The League of Nations was responsible for more failures than successes." How far do you agree? Justify your reasoning. [16 marks] Steps to assist: Before answering the question identify three LON conflicts. Explain each conflict and at the end of each paragraph say if this agrees or disagrees with the quote and why.

Performing Arts	<p>Definition: <i>Give reasons or evidence to support an opinion.</i></p> <p>Example Q: You are asked to create a short performance based on the theme of <i>friendship</i>. After performing, you must write about your process.</p> <p>Steps to assist: Explain what you did and then go on to explain how it helps you meet the theme. <i>“I chose to use slow movement to show the sadness of losing a friend. This helped the audience understand the emotional weight of the story.”</i></p>
Music	<p>Definition: <i>Provide proof for your argument.</i></p> <p>Example Q: Justify the use of electronic instruments in this extract. Why does it represent 1980s music. [4 marks]</p>
Business Studies	<p>Definition: <i>Give reasons for your choice (whatever that choice might be). Refer back to the original argument and bring in additional evidence (from the scenario) to back up what you are saying.</i></p> <p>Example Q: Justify how Easy Jet’s performance has been affected by the economic considerations.</p> <p>Steps to assist: See Booklet</p>
Physical Education	<p>Definition: <i>Give good reasons for offering an opinion or reaching a conclusion.</i></p> <p>Example Q: Justify one reason why some athletes continue to use PEDs even though there are huge health risks. [2 marks]</p>

Command word: **Assess/To what extent?**

ASSESS

Weigh up which is the most/least important.

In the word **assess**, its general meaning is to **make a decision based on evidence** which you have been given and often requires you to give reasons for your answers. The question stem '**To what extent**' tells us we need to agree with a statement to a

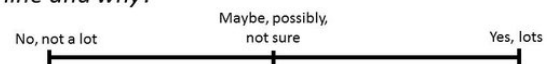
high/medium/low extent and use evidence to back up our thought process.

Sometimes, other command words are used alongside these – such as '**Justify your answer**'. These questions require deeper thinking and so are often associated with **higher tariff questions**.

PLAN YOUR ANSWERS!

TO WHAT EXTENT... Questions

To What Extent = *Where does the answer sit on this line and why?*



Subjects used in....	How is it used?
Geography	<p>Definition: <i>Form and express a view. What is the importance or success of (strategy, scheme, project, etc)?</i></p> <p>Example Q: <u>To what extent</u> do urban areas in lower income countries (LICs) or newly emerging economies (NEEs) provide social and economic opportunities for people? [6 marks].</p> <p>Steps to assist: Think about the opportunities and challenges? Case studies? What is the significance of the different points made? Ensure you finish with a conclusion.</p>
Performing Arts	<p>Definition: <i>Present a careful consideration of varied factors or events that apply to a specific situation or identify those that are most important or relevant and arrive at a conclusion.</i></p> <p>Example Q: Assess the success of the performance in achieving its creative intentions.</p> <p>Steps to assist: Refer to what the creative intentions are. Explore ways in which the performance has successfully met these aims and give specific examples. Explain how these were able to communicate the intentions clearly to the audience.</p>
Music	<p>Definition: <i>Evaluate the quality of.....</i></p> <p>Example Q: Assess these two recordings and refer to the quality of performance. [3 marks]</p> <p>Steps to assist: Be musically critical of both recordings. Is one better than the other?</p>
Food Preparation and Nutrition	<p>Definition: <i>Make an informed judgement.</i></p> <p>Example Q: UK Obesity rates are increasing. <u>Assess</u> the factors that can contribute to diet related obesity and the impact that this could have on the quality of life. [12 marks]</p>

Command word: Calculate

We use the word **calculate** and assume it's linked to maths...and most of the time you'd be right to think this. To calculate means **to work out** – sometimes with the aid of a calculator, and other times it will need to be a mental calculation. These are likely to be **lower tariff questions**, but this is not necessarily the case as subjects vary.

Subjects used in....	How is it used?
Maths	<p>Definition: <i>You will need to do a sum (with or/and without your calculator) to get the answer.</i></p> <p>Example Q: Calculate the total length of wire needed to make the frame and the diagonals. Give your answer correct to 1 decimal place.</p>
Science	<p>Definition: <i>Use numbers given in the question to work out the answer.</i></p> <p>Example Q: Calculate the mean rate of sugar produced during the first 5 minutes. [2 marks]</p> <p>Steps to assist: Write down the equation to use, in words if relevant (not just letters), show the equation with the substituted numbers in and the rearranged equation if necessary. You will get marked for all parts of your working out and may still get marks even if you make a mistake in one part of a calculation.</p> <p>In Science some of the more difficult calculations can be worth up to 6 marks.</p>
Geography	<p>Definition: <i>Work out the value of something.</i></p> <p>Example Q: Using Figure 7, calculate the increase in retail sales value of Fairtrade bananas between 2000 and 2012. [1 mark]</p> <p>Steps to assist: Have you thought about the calculation? Have you included the '£' sign or relevant measure?</p>
Food Preparation and Nutrition	<p>Definition: <i>Work out the value of something.</i></p> <p>Essential component linked to the NEA component of the course. Candidates will have to calculate weights, cooking times.</p>
Engineering	<p>Example Q: The total power input to a power station is 672 MW. The useful power output is 536 MW. Making use of the relevant supplied equation calculate the efficiency of this power station.</p> <p>Show your workings out and round up to the nearest whole unit. [3 marks]</p>
Business Studies	<p>Definition: <i>Use the given material to carry out a numerical calculation.</i></p> <p>Example Q: Employees receive 10% discount on their shopping at Tesco stores. Calculate the weekly benefit to an employee who on average spends £14 each weekday and £22 on each day at the weekend.</p> <p>Steps to assist: see booklet</p>
Computer Science	<p>Definition: <i>To obtain a numerical answer, showing relevant working out. If the answer has a unit, it must be included.</i></p> <p>Example Q: Calculate the total of the following binary numbers 01110101, 00100100, 00010001</p>

Command word: Discuss

The word discuss requires a **balanced argument**. It is usually a **higher tariff question** requiring detail in the answer. Students are encouraged to talk about one side of the argument and then use the phrase 'on the other hand' to give a different perspective. A **conclusion** is usually required to tie everything together at the end.



Subjects used in....	How is it used?
Geography	<p>Definition: <i>Present key points about different ideas or strengths and weaknesses of an idea.</i></p> <p>Example Q: Discuss the effects of urban sprawl on people and the environment. Use Figure 3 and a case study of a major city in the UK. [6 marks]</p> <p>Steps to assist: How are people affected? The environment? What are the positive effects? Negative effects? YOU MUST REFER TO FIGURE/CASE STUDY & conclude.</p>
Physical Education	<p>Definition: <i>Present, analyse and evaluate relevant points (for example, for/against an argument).</i></p> <p>Example Q: Discuss, using sporting examples, the impact of the use of PEDs on sport and the strategies being used to prevent this. [8 marks]</p>
Performing Arts	<p>Definition: <i>Consider different aspects of a topic and how they interrelate and the extent to which they are important.</i></p> <p>Example Q: Discuss how different roles contribute to the production of this piece of professional repertoire.</p> <p>Steps to assist: Consider the different responsibilities of each role. How has each role worked together to create the final vision?</p>
Music	<p>Definition: <i>Talk about certain musical terms.</i></p> <p>Example Q: Discuss what instruments you can hear in this excerpt? [3 marks]</p> <p>Steps to assist: Imagine you are talking to a friend and just write down what you hear.</p>
Food Preparation and Nutrition	<p>Definition: <i>Present key points about different ideas or strengths and weaknesses of an idea.</i></p> <p>Example Q: <u>Discuss</u> the advantages and disadvantages of buying locally produced foods? [4 marks].</p>
Computer Science	<p>Definition: <i>Identify the issue / problem in the question. Explore all aspects of the problem, including positives and negatives. Provide a reasoned argument with reasons for each statement.</i></p> <p>Example Q: Discuss the type of network a business should install in its new building. Your answer should consider transmission media and network topology. [6 marks]</p>

Command words:

Draw/Plot/Record/Label/Sketch/Construct/

Complete/Annotate.

The words above all indicate that something needs to be **added to the exam paper** – possibly a graph to show results which may need completing, possibly a design which needs to be drawn from instructions, or on a maths paper. Generally, these are **low tariff questions**. Use the grid below to see how each may be used by different subjects.

Maths	How is it used?
Complete	Definition: <i>Finish off the work. Fill in any blank spaces in tables. Finish drawing any diagrams.</i> Example Q: On Sunday the shop sold 6 TV's. Use this information to complete the pictogram below. [1 mark]
Construct	Definition: <i>Draw a shape, line or angle accurately using a compass and straightedge (ruler). You must use a pair of compasses and/or protractor and ruler to score the marks.</i> Example Q: In the space below construct an equilateral triangle.
Plot	Definition: <i>Work out the points needed using the equation and mark the points on the graph. Join these up (apart from a scatter graph)</i> Example: Plot the line $y = 4x - 5$

Science	How is it used?
Complete	Definition: <i>Answers should be written in the space provided. For example, on a diagram, in spaces, in a sentence or in a table.</i> Example Q: Complete the table below to show if it is an advantage or a disadvantage.
Draw	Definition: <i>Produce, or add to, a diagram.</i> Example Q: Draw a ring around one blue offspring shown in Figure 8.
Label	Definition: <i>Provide appropriate names on a diagram.</i> Example Q: Add the missing labels to the diagram.
Plot	Definition: <i>Mark on a graph using data given.</i> Example Q: Plot the results from table 2 onto the graph and add a line of best fit.
Sketch	Definition: <i>Draw approximately. Often a graph without numbers (but label the axes).</i> Example Q: Sketch a graph to show how the pH of hydrochloric acid would change with the different reactants.

Geography	How is it used?
Complete	<p>Definition: <i>Finish the task by adding in information.</i></p> <p>Example Q: <u>Complete</u> the following sentences. The greatest number of category four tropical storms happen in the Ocean. Apart from very strong winds, one other associated weather feature of a category four storm is..... [2 marks]</p> <p>Always re-read with the gaps filled in!</p>
State	<p>Definition: <i>Express in clear terms.</i></p> <p>Example Q: State one characteristic of the course of the River Ouse in grid square 4754. [1 mark]</p> <p>Steps to assist: What is it? Have you used the correct key term? Ensure you LOOK at the figure carefully.</p>
Art	How is it used?
Annotate	<p>Definition: <i>Reasoning and adding a commentary about own work.</i></p> <p>Steps to assist: As you work evaluate your experiments and make notes to explain your thoughts. Use the visual language. Comment on your ideas, compositions, colour explorations and media explorations.</p>
Refine	<p>Definition: <i>Explore your ideas, experiment in different ways.</i></p> <p>Steps to assist: Make your chosen idea better by trying different media, colour effects, compositions. Try different techniques more than once to show improvement.</p>
Photography	How is it used?
Annotate	<p>Definition: <i>Reasoning and adding a commentary about own work.</i></p> <p>Steps to assist: As you work evaluate your experiments and make notes to explain your thoughts. Use the visual language. Comment on your ideas, compositions, colour explorations and media explorations.</p>
Refine	<p>Definition: <i>Explore your ideas, experiment in different ways.</i></p> <p>Steps to assist: Make your chosen idea better by trying different media, colour effects, compositions. Try different techniques more than once to show improvement.</p>
Computer Science	How is it used?
Complete	<p>Definition: <i>Requires the completion of a diagram / calculation or algorithm.</i></p> <p>Example Q: Complete the expression to show the minimum file size in bytes.</p>

