

## Glossary of command terms

### Command terms with definitions

These command terms indicate the depth of treatment required for a given assessment statement and relate to the course objectives in the “Assessment objectives” section. Objectives 1 and 2 are lower-order skills and objectives 3, 4 and 5 relate to higher-order skills. These terms will be used in examination questions, and so it is important that students are familiar with the following definitions.

#### Objective 1

Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Draw	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	Add labels to a diagram.
List	Give a sequence of brief answers with no explanation.
Measure	Obtain a value for a quantity.
State	Give a specific name, value or other brief answer without explanation or calculation.

#### Objective 2

Annotate	Add brief notes to a diagram or graph.
Apply	Use an idea, equation, principle, theory or law in relation to a given problem or issue.
Calculate	Obtain a numerical answer showing the relevant stages of working.
Describe	Give a detailed account.
Distinguish	Make clear the differences between two or more concepts or items.
Estimate	Obtain an approximate value.
Identify	Provide an answer from a number of possibilities.
Outline	Give a brief account or summary.

## Objectives 3, 4 and 5

<b>Analyse</b>	Break down in order to bring out the essential elements or structure.
<b>Comment</b>	Give a judgment based on a given statement or result of a calculation.
<b>Compare and contrast</b>	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
<b>Construct</b>	Display information in a diagrammatic or logical form.
<b>Deduce</b>	Reach a conclusion from the information given.
<b>Derive</b>	Manipulate a mathematical relationship to give a new equation or relationship.
<b>Design</b>	Produce a plan, simulation or model.
<b>Determine</b>	Obtain the only possible answer.
<b>Discuss</b>	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.
<b>Evaluate</b>	Make an appraisal by weighing up the strengths and limitations.
<b>Explain</b>	Give a detailed account, including reasons or causes.
<b>Justify</b>	Give valid reasons or evidence to support an answer or conclusion.
<b>Predict</b>	Give an expected result.
<b>Solve</b>	Obtain the answer(s) using algebraic and/or numerical methods and/or graphical methods.
<b>Suggest</b>	Propose a solution, hypothesis or other possible answer.