

Command terms associated with assessment objective 1: Knowledge and comprehension

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| ▪ Define | Give the precise meaning of a word, phrase, concept or physical quantity. |
| ▪ Describe | Give a detailed account. |
| ▪ Outline | Give a brief account or summary. |
| ▪ State | Give a specific name, value or other brief answer without explanation or calculation. |

Command terms associated with assessment objective 2: Application and analysis

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| • Analyse | Break down in order to bring out the essential elements or structure. |
| • Apply | Use an idea, equation, principle, theory or law in relation to a given problem or issue. |
| • Distinguish | Make clear the differences between two or more concepts or items. |
| • Explain | Give a detailed account including reasons or causes. |

Command terms associated with assessment objective 3: Synthesis and evaluation

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| • Compare | Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout. |
| • Compare and contrast | Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout. |
| • Contrast | Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout. |
| • Discuss | 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 | Make an appraisal by weighing up the strengths and limitations. |
| • Examine | Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue. |
| • To what extent | 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. |