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| **Analyze** | (AO2): Break down in order to bring out the essential elements or structure |
| **Classify** | (A02) Arrange or order by class or category |
| **Compare** | (AO3): Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout |
| **Compare and contrast** | (AO3): Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout |
| **Contrast** | (AO3): Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout |
| **Define** | (AO1): Give the precise meaning of a word, phrase, concept or physical quantity |
| **Describe** | (AO1): Give a detailed account |
| **Determine** | (AO1): Obtain the only possible answer |
| **Discuss** | (AO3): 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 |
| **Distinguish** | (AO2): Make clear the differences between two or more concepts or items |
| **Evaluate** | (AO3): Make an appraisal by weighing up the strengths and limitations |
| **Examine** | (AO3): Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue |
| **Explain** | (AO2): Give a detailed account including reasons or causes |
| **Identify** | (AO1): Provide an answer from a number of possibilities |
| **Outline** | (AO1): Give a brief account or summary |
| **State** | (AO1): Give a specific name, value or other brief answer without explanation or calculation |
| **To what extent** | (AO3): Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with empirical evidence and sound argument |

**List of command terms:**

Questions which begin with a command term in green (AO1) are descriptive and worth few marks in exams: more time should always be devoted to questions which begin with command terms in blue (AO2) or red (A03) which are more analytical and are usually worth more marks on exams papers.

Task - Use this sheet to cut out the heads and tails section and then use as a mix and match activity to help students to remember the meanings of the key terms.