

prompt command words and their definitions

Getting Exam Ready



[Date]

Cornwall College

[Company address]

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| **Use (A-Assignment E-exam)**  | **Prompt / command word** **verb** | **Likely AO(s) targeted** | **Definition** | **Typical indicators of quality looked for in mark scheme or marking grid** |
| E | Identify | AO1 | Recognise a feature, usually from a document, image, etc. and state what it is | Correctness, completeness, relevance |
| E, A | Label | AO1 | Add names or descriptions, indicating their positions, for example an image/ drawing, diagram etc |
| E | List | AO1 | Give as many answers/ examples as the question indicates (candidates are not required to write in full sentences) |
| E | State | AO1 | Give the answer, clearly and definitely |
| E | Name | AO1 | Give the (technical) name of something |
| E | Select | AO1 | Choose the best, most suitable, etc., by making careful decisions |
| E | Define | AO1 | Give the meaning of, technical vocabulary, terms, etc.  |  |
| E  | Describe a... | AO1 | Write what something is like – usually what it looks, tastes, feels, sounds like  |
|  | Describe  |  | Give a detailed written account of a system, feature, etc. **(..The effect of…on…)** the impact, change that has resulted from a cause, event, etc. **(..The process...)** give the steps, stages, etc.  |  |
| E | Describe the process for… | AO1 | Give the steps in a process  | Correctness, order, completeness, relevance |
| E | Compare (… and contrast) (or describe the similarities/ differences) | AO2 | Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc.  | Accuracy, relevance, completeness, comprehension |
| E | Differentiate between | AO2 | Establish and relate the characteristic differences between two or more things, concepts, etc.  |
| E | Distinguish between | AO2 | Recognise and describe the characteristic differences between two things, or make one thing seem different from another  |
| A | Annotate | AO2 | Add explanatory notes and comments  |
| E, A | Give example(s) Illustrate/ | AO2 | Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc. |
| E, A | Calculate | AO2 | Work out the answer to a problem using mathematical operations |
| E | Summarise | AO2 | Give a brief statement of the main points (of something) | Completeness, relevance, range, efficiency, clarity |
| E | Explain the... | AO2 | Make clear or easy to understand by giving details  | Comprehension depth of knowledge, grasp, logic |
| E | Explain why / consequences of/ reasons for… | AO2AO4 | Give the causes of/ rational for something | Reasoning plausibility, relevance |
| E | Explain how… | AO2 AO4 | **(..How...)** Give the stages or steps, etc. in a process, including relationships, connections, etc. between these and causes and effects.  | Order, logic, reasoning, appropriateness of relationships |
| A | Prepare  | AO3 | Get/make ready for a task for example gather the correct information, tools and materials  | Accuracy, economy, efficiency, reliability, completeness |
| A | Produce | AO3 | Make, construct or compose for example an artefact, piece of writing/report  | Accuracy, effectiveness, proficiency, efficiency, precision |
| A | Construct | AO3 | Build something or put together different parts to form something whole |
| A | Install | AO3 | Put furniture, a machine or a piece of equipment into position and make it ready to use  |
| A | Perform | AO3 | Execute a dance, piece of music |
| E | Discuss | AO4 AO2 | Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it  | Making links, cause and effect, drawing information together for a purpose, coherence, logic |
| E | Analyse | AO4 | Study or examine a complex issue, subject, event, etc. in detail to explain and interpret, elements, causes, characteristics etc. |
| E, A | Give a rationale | AO4 | Provide a reason/reasons/basis for actions, decisions, beliefs, etc. |
| E, A | Justify your decisions | AO4 | Give reasons for, make a case for, account for, etc. decisions, actions, conclusions, etc., in order to demonstrate why they suitable for or correct or meet the particular circumstances, context |
| E | Describe the effect of (for example an event)…. on…. | AO4 | Write about what has changed/happened be-cause of the for example event  |
| A | Reflect on | AO5 AO4 AO2 | Give an account of your thoughts and reasons for decisions, and in hind sight whether you would do anything differently  |
| A | Plan the development of... | AO4 | Identify and detail the stages, resources and actions required in the development of something, to meet a particular timeframe  | Completeness, relevance, timeliness, practicability, efficiency, plausibility |
| A | Design | AO4 | Make or draw plans and provide information to inform the production of something to meet specific requirements  | Appropriateness, consideration of purpose, intent for example ration, make appropriate compromise |
| A | Observe | AO5 | Watch carefully the way something happens, especially in order to learn more about/ improve its  | Attention to detail, consideration, focus, diligence, awareness |
| A | Inspect | AO5 | Look at something carefully in order judge their quality or condition;  | Compared against standards, systematic, evidenced, thorough, quality |
| A | Check | AO5 | Make certain that something is correct, safe or suitable by examining it quickly  |
| A | Assess | AO3 | Make a judgement / decision about the quality of something  |
| E, A | Evaluate | AO5 AO4 | Make an analysis about the success/ quality of for example end product/outcome – usually systematic, proposing improvements  |
| A | Measure | AO5 AO3 | Use appropriate equipment to determine the exact size or amount of something  | Precision, persistence, awareness, care |
| A | Adjust | AO5 | Change something slightly, especially to make it more correct, effective, or suitable  |
| A | Investigate | AO6 | Systematically search for information on a topic to learn more about it  | Appropriateness, relevance, referenced, considered, avoidance of bias |
| A | Research | AO6 | 1. Systematically scrutinise/ examine information on a topic to learn more about it. 2. Carry out a systematic inquiry/ investigation into a topic to discover new facts/ test theories  |
| A | Create | AO7 AO4 | Develop ideas in order to produce something new and original  | Novel, challenging of convention, courageous, adventurous |
| A | Experiment | AO7 | Use appropriate equipment to determine the exact size or amount of something  |
| A | Communicate | AO8 | Give or exchange information to/with others  | Impact, meaning, appropriateness, targeted |
| A | Disseminate | AO8 | Pass information on usually to relevant stakeholders  |
| A | Advertise/ publicise | AO8 | Announce/ call attention to information widely/ publicly  |
|  | Propose |  | Present a plan, strategy, etc. (for consideration, discussion, acceptance, action, etc.). |  |