**SEHS Command Terms**

These command terms indicate the **depth** required for a given assessment statement from the course outline. A command term used in an examination question will be:

* The same as that specified in the related learning outcome on the CO.
* Another command term associated with the same assessment objective.
* A command term of less cognitive demand.

\*\*\*Be aware of “qualifiers” (name ***two*** bones – they will score the first TWO of any list provided)

**Objective 1 -** Knowledge and Understanding

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| **Define** | **Give the precise meaning of the word, phrase or physical quality.**   * *This is a 2-3 sentence response requiring the meaning of a term.* * *You may want to include an example to illustrate your definition.* |
| **Draw** | * **Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted and joined in a straight line or smooth curve.** * *Clear lines – pencil only – no color.* * *Annotate or label if needed* |
| **Label** | **Add labels to a diagram.**   * *Two correct labels are often worth one mark* |
| **List** | **Give a sequence of brief answers with NO explanation.**   * *Try to use examples that link topics together across the curriculum (strong choices)* |
| **Measure** | **Obtain a value for a quantity.**   * *Present in metric, SI units* |
| **State** | **Give a specific name, value or other brief answer without explanation or calculation.**   * *A short answer - can be a single word, phrase or sentence.* * *Keep it simple and concise.* |

**Objective 2 -** Application of concepts

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| **Annotate** | **Add brief notes to the diagram or graph.**   * *More than labels. Causes or explanations must be given* |
| **Apply** | **Use an idea, equation, principle, theory or law in relation to a given problem or issue.**   * *Put an idea into action.* * *Learn/know equations that might be needed* |
| **Calculate** | **Obtain a numerical answer showing the relevant stages in the working.**   * *Always show work and units.* |
| **Describe** | **Give a detailed account.**   * *Set out characteristics. What are the features of\_\_\_\_\_\_\_?* * *Give an account of what something looked like.* * *Describe answers the question, “What?”* * *More than one mark may suggest an example is desirable.* * *Include why it is important.* |
| **Distinguish** | **Make clear the differences between two or more concepts or items.**   * *Look for as many differences as there are marks awarded.* * *Similarities are not needed.* |
| **Estimate** | **Obtain an approximate value.** |
| **Identify** | **Provide an answer from a number of possibilities.**   * *More than a one-word answer. The initial response MAY be one word but it must be supported. Support the answer - give information to show you are correct, you understand, and you are not guessing.* * *What and why. Questions where this is asked often can be interpreted in a variety of ways – defend what you choose.* |
| **Outline** | **Give a brief account or summary**   * *Requires the answer to be more than a list or identification but less than a long and detailed description.* |

**Objective 3 -** Analysis and Evaluation

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| **Analyze** | **Break down in order to bring out the essential elements or structure**   * *List each component* * *Provide 1-2 sentences to support each statement with details from knowledge or sources.* |
| **Comment** | **Give a judgment based on a given statement or result of a calculation.**   * *Make a statement that arises from a factual point made. Add a view, opinion or an interpretation.* * *Make statements about the material and its content that are relevant, appropriate and scientific - , but not directly evident. Think like a sport scientist!* |
| **Compare** | **Give an account of similarities between two (or more) items, referring to both (all) of them throughout.**   * *Support statements with facts for each point* |
| **Compare and Contrast** | **Give an account of similarities and differences between two (or more) items, referring to both (all) of them throughout.**   * *You are responsible for indicating the difference with support.* * *Compare one to the other – use words such as ‘similar to’ and ‘larger than’.* * *Support statements with facts for each point* |
| **Construct** | **Display information in a diagrammatic or logical form.**   * *Be sure to underline important parts in the question so they are addressed.* |
| **Deduce** | **Reach a conclusion from the information given.**   * *Deduce means to “work it out!”* |
| **Derive** | **Manipulate a mathematical relationship(s) to give a new equation or relationship.** |
| **Design** | **Produce a plan, simulation or model.** |
| **Determine** | **Obtain the only possible answer.**   * *You have to go a step further than identify* |
| **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. for and against the relative importance of various factors, or comparisons of alternative hypotheses.**   * *Address the question in a balanced way (not biased) where you consider available evidence and choose the most appropriate evidence to support your argument.* * *Include two or more perspectives.* * *Give BOTH sides of the argument – don’t just agree or disagree.* * *For each factor you should include the reason and its value.* |
| **Evaluate** | * **Make an appraisal by weighing the strengths and limitations** * *A critical evaluation of the positives and the negatives of a factor or a theory supported by a suggested outcome.* * *Assess goes further than compare. Use knowledge and understanding to consider evidence for and against.* * *Use linking words like ‘however’, ‘whereas’ or’ but’ to show evidence on both sides.* * *DESCRIBE the evidence, comment on the value and provide reasons - repeat for each item.* |
| **Explain** | **Give a detailed account including reasons or causes.**   * *Requires you to say why an action is taken in response to the factor or the situation. Using the word “because” is often an indication to the examiner that you are explaining.* * *Explain is NOT a list.* * *Show an understanding of HOW or WHY something occurred. Clarify the concept for a novice.* * *Points must be linked (so, therefore, due to, means that, meaning that…) coherently and logically.* * *Explain answers the question, “Why?”* |
| **Predict** | **Give an expected result.**   * *Look at qualifiers in the question such as, “with a reason” and be sure to include what is asked in the response.* * *Look for trends and carry them forward in your response.* |
| **Show** | **Give the steps in a calculation or derivation**   * *Present all working steps.* * *Pay attention to the number of marks available for amount of detail to be shown.* |
| **Sketch** | **Represent by means of a diagram or graph. The sketch should give a general idea of the required shape or relationship and should include relevant features. showing a line and labeled but unscaled axes, but with important features (for example, intercept) clearly indicated.** |
| **Solve** | **Obtain an answer using algebraic and/or numerical and/or graphical methods.** |
| **Suggest** | **Propose a solution, hypothesis or other possible answer.**   * *If a friend were to read the response, would they understand the idea?* * *Apply your reasoning to a possibly unknown situation.* * *There is no “correct” response, there are a few possible answers – you need to support.* |

Sources

<http://teacherweb.com/GA/NorthAtlantaHighSchool/JohnEYeargin/command-terms-primer.pdf>

<file:///C:/Users/Strowe/Downloads/commandtermsibbiology.pdf> - in my files