

Associate (Match): An instruction to identify and/or describe a connection between different items.

Compare and contrast (Compare): An instruction to present both points of similarity and/or points of difference between items in the question; i.e. students must show how items are similar to each other and how they differ from each other. [Compare and contrast “Burning Everest” and “Mariza’s Story”.] [Compare and contrast the properties of alpha, beta and gamma radiation.]

Conclude (Infer): Offer a plausible answer or conclusion to an issue being raised or discussed, based on logical premises or through an application of knowledge.

Construct (Compose, Produce, Make, Create, Invent, Develop): An instruction to make, build, put together items or arguments. [Construct a dichotomous key that would enable an observer to identify the specimens to species level.] [I can produce an effective plan to help me structure my writing effectively.] [Construct a frequency table with ungrouped discrete data.]

Define: Students are expected to know a definition or a precise statement identifying all required parts or qualities of the term in question. They have to know accurately the meaning of a term.

Describe: An instruction to give an account of the topic in question. Sometimes this can involve narration. In some subjects, the answer should include reference to observations and diagrams.

Discuss: An instruction to give an account of the ideas involved with reference to the text/topic/theme studied. Relevant points have to be considered and examined in detail, often including both sides of an argument. The nature of the question could also require a conclusion, the student to take a supported position, and/or examples.

Distinguish (Differentiate, Contrast, Discriminate): An instruction to highlight the differences between two or more terms or items given in the question. Providing definitions of terms is insufficient. [Distinguish between the first-person narrator and the third-person narrator in the novel.] [Distinguish between longitudinal and transverse waves.]

Draw: An instruction to present the answer in the form of a diagram, graphic, chart, or graph.

Explain (Express (Elaborate)): An instruction to clarify something by giving details, reasons, or causes. An explanation may also include reference to labelled diagrams, the presentation of the concept in question in terms of simpler concepts or principles, or providing examples. [Explain in your own words the meaning of the following as they are used in the context of this passage.] [Explain what astonishes the poet in the attitude of the nurses in lines 11-18.]

Give (Present/ Provide/ Prepare)¹: An instruction to provide something (such as a definition, a list, examples, etc), through written or spoken words, a selection, or otherwise.

Identify (Select, Choose, Indicate, Show, Recognise): An instruction to ascertain and pinpoint, according to the question, the name, title or major issues of a topic without explanation. Depending on the question, students may be required to choose the right item/s from a selection. [Select three from the conditions listed below that could result in social exclusion.]

Infer (Conclude): Offer a plausible answer or conclusion to an issue being raised or discussed, based on logical premises or through an application of knowledge.

Interpret: An instruction to decide what the meaning of something is. Students may be expected to present an explanation or summary of a communication producing a new view of the material presented. [Interpret the weather map given below.]

Label: An instruction requesting further written information, such as names or details, on an object (e.g. diagram).

List: An instruction to give a number of items in the form of a list, without details or elaboration.

Mention: An instruction to recall in little detail, in passing, or using a few words.

Name (Recall, State): An instruction to reproduce, in written or verbal form, memorised material (terminology, specific facts, methods, processes, etc.) as requested in the question.

Give (Present/ Provide/ Prepare)¹: An instruction to provide something (such as a definition, a list, examples, etc), through written or spoken words, a selection, or otherwise.

Recall (Name, State): An instruction to reproduce, in written or verbal form, memorised material (terminology, specific facts, methods, processes, etc.) as requested in the question.

Recognise (Select, Choose, Indicate, Show, Identify): An instruction to ascertain and pinpoint, according to the question, the name, title or major issues of a topic without explanation. Depending on the question, students may be required to choose the right item/s from a selection. [Select three from the conditions listed below that could result in social exclusion.]

Relate: An instruction to show or find a connection between two or more items/concepts/theories. A matching exercise is not a suitable assessment tool. [Relate the concept of the value of human life to developments in technology.]

Sketch: An instruction to present the answer in the form of a simple diagram, graphic, chart, or graph which does not have many details.

State (Recall, Name): An instruction to reproduce, in written or verbal form, memorised material (terminology, specific facts, methods, processes, etc.) as requested in the question.

Summarise: An instruction to give a concise, short account of the main points or substance of a matter, omitting superfluous details and examples.

Write: An instruction to put the answer on paper or digital form, in the form of words, sentences, and/or paragraphs.