

ACTION VERBS

These action verbs indicate the depth of treatment required for a given assessment statement. These verbs will be used in examination questions and so it is important that students are familiar with the following definitions.

Objective 1

| | |
|----------------|-----------------------------------------------------------------------------------------------------------------|
| Define | give the precise meaning of a word or phrase as concisely as possible |
| Draw | represent by means of pencil lines (add labels unless told not to do so) |
| List | give a sequence of names or other brief answers with no elaboration, each one clearly separated from the others |
| Measure | find a value for a quantity |
| State | give a specific name, value or other brief answer (no supporting argument or calculation is necessary) |

Objective 2

| | |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Annotate | add brief notes to a diagram, drawing or graph |
| Apply | use an idea, equation, principle, theory or law in a new situation |
| Calculate | find an answer using mathematical methods (show the working unless instructed not to do so) |
| Compare | give an account of similarities and differences between two (or more) items, referring to both (all) of them throughout (comparisons can be given using a table) |
| Describe | give a detailed account, including all the relevant information |
| Distinguish | give the differences between two or more different items |
| Estimate | find an approximate value for an unknown quantity, based on the information provided and scientific knowledge |
| Identify | find an answer from a number of possibilities |
| Outline | give a brief account or summary (include essential information only) |

Objective 3

| | |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analyse | interpret data to reach conclusions |
| Construct | represent or develop in graphical form |
| Deduce | reach a conclusion from the information given |
| Derive | manipulate a mathematical equation to give a new equation or result |
| Design | produce a plan, object, simulation or model |
| Determine | find the only possible answer |
| Discuss | give an account including, where possible, a range of arguments, assessments of the relative importance of various factors or comparisons of alternative hypotheses |
| Evaluate | assess the implications and limitations |
| Explain | give a clear account including causes, reasons or mechanisms |
| Predict | give an expected result |
| Solve | obtain an answer using algebraic and/or numerical methods |
| Suggest | propose a hypothesis or other possible answer |