



## Glossary of terms used for externally-assessed units

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills. Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command word	
Add/label	Learners label or add to a stimulus material given in the question, for example labelling a diagram or adding units to a table.
Assess	Learners give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something and come to a conclusion where needed.
Bias	Inclination or prejudice in a way considered to be unfair
Calculate	Learners obtain a numerical answer, showing relevant working. If the answer has a unit, this must be included.
Comment on	Learners synthesise a number of variables from data/ information to form a judgement. More than two factors need to be synthesised.
Compare	Learners look for the similarities and differences of two (or more) things. Should not require the drawing of a conclusion. Answer must relate to both (or all) things mentioned in the question. The answer must include at least one similarity and one difference.
Complete	Learners complete a table/diagram.
Convert	Relates to unit conversion, for example g to kg.
Criticise	Learners inspect a set of data, an experimental plan or a scientific statement and consider the elements. Look at the merits and/or faults of the information presented and back up judgements made.
Deduce	Learners draw/reach conclusion(s) from the information provided.
Derive	Learners combine two or more equations or principles to develop a new equation.

Command word	
Describe	Learners give an account of something. Statements in the response need to be developed as they are often linked but do not need to include a justification or reason.
Determine	Learners' answers must have an element that is quantitative from the stimulus provided, or must show how the answer can be reached quantitatively. To gain maximum marks there must be a quantitative element to the answer.
Devise	Learners plan or invent a procedure from existing principles/ideas
Discuss	Learners identify the issue/situation/problem/argument that is being assessed in the question. Explore all aspects of an issue/situation/problem/argument. Investigate the issue/situation, etc. by reasoning or argument.
Draw	Learners produce a diagram, either using a ruler or using freehand.
Economic issue	Related to the best use of limited, or scarce, resources
Environmental issue	Related to the harmful effects of human activity on the environment.
Ethical issue	Ethically related aspects that may have affected how research was carried out.
Evaluate	Learners review information then bring it together to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.
Explain	Learners' explanations require a justification/ exemplification of a point. The answer must contain some element of reasoning/justification – this can include mathematical explanations.
Give a reason why	When a statement has been made and the requirement is only to give the reasons why.
Give/state/name	These generally require recall of one or more pieces of information



Command word	
Identify	Usually requires some key information to be selected from a given stimulus/resource.
Implication	Effects or consequences of an action or decision that may happen although not explicitly stated.
Influence	The capacity or power to have an effect on the development, actions, behaviours or opinions.
Issue	May be used on its own to describe the subject that the article is describing.
Media	The means of mass communication through reporting medium
Plot	Learners produce a graph by marking points accurately on a grid from data that is provided and then drawing a line of best fit through these points. A suitable scale and appropriately labelled axes must be included if these are not provided in the question.
Predict	Learners give an expected result.
Primary research	Research compiled directly from the original source, which may not have been compiled before.
Qualitative data	Descriptive data, such as data drawn from open-ended questions in questionnaires.
Quantitative data	Data in numerical form which can be categorised and used to construct graphs or tables of raw data, such as data drawn from results of experiments.
Record	Specifically relates to devising a results table
Referencing	Acknowledgement of sources of information used within an article.
Reliability	The extent to which an experiment, test or measuring procedure yields the same results on repeated trials.
Research methods	Refers to how the research described in the article was carried out, for example through quantitative methods such as analysis of numerical data or qualitative-based observations.
Scientific article	The account of a piece of recent research relating to an aspect of science.

<b>Command word</b>	
Scientific issue	Issue or problem that has been identified, which is often open ended and has multiple potential solutions.
Secondary sources/research	Published research reports and data, likely to be based on analysis of primary research.
Show that	Learners prove that a numerical figure is as stated in the question. The answer must be to at least one more significant figure than the numerical figure in the question.
Sketch	Learners produce a freehand drawing. For a graph this would need a line and labelled axes with important features indicated. The axes are not scaled.
Social issue	An issue that influences and is opposed by a considerable number of individuals within a society.
State and justify/identify and justify	When a selection is made and a justification has to be given for the selection.
State what is meant by	When the meaning of a term is expected but there are different ways in which this meaning can be described.
Target audience	A specific group at which the article is aimed.
Technical language	Specific terminology directly relating to the subject matter presented in the article.
Write	When the question asks for an equation.