

## Key Verbs

Use to answer exam style questions

<b>Adequate</b>	Satisfactory or acceptable in quality or quantity.
<b>Analyse</b>	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
<b>Annotate</b>	Add brief notes to a diagram or graph.
<b>Calculate</b>	Obtain a numerical answer showing the relevant stages in the working.
<b>Compare</b>	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
<b>Convert</b>	Change the form, character, or function of something.
<b>Describe</b>	Give a detailed account or picture of a situation, event, pattern or process.
<b>Discuss</b>	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.
<b>Effective</b>	Applies skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result.
<b>Efficient</b>	Performing or functioning in the best possible manner with the least waste of time and effort; having and using requisite knowledge, skill and effort.
Note on effective versus efficient: both express approval of the way in which someone or something works but their meanings are different. Effective describes something which successfully produces an intended result, without reference to morality, economy or effort, or efficient use of resources. Efficient applies to someone or something able to produce results with the minimum expense or effort, as a result of good organisation or good design and making the best use of available resources.	
<b>Evaluate</b>	Assess the implications and limitations; to make judgements about the ideas, works, solutions or methods in relation to selected criteria.
<b>Explain</b>	Give a detailed account including reasons or causes.
<b>Give</b>	Present information which determines the importance of an event or issue. Quite often used to show causation.
<b>How</b>	In what way or manner; by what means.
<b>Identify</b>	Provide an answer from a number of possibilities. Recognise and state briefly a distinguishing factor or feature.
<b>Justify</b>	Give valid reasons or evidence to support an answer or conclusion.
<b>Label</b>	Add title, labels or brief explanation(s) to a diagram or graph.
<b>Limited</b>	The work produced is small in range or scope and includes only a part of the information required; it evidences partial,

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	rather than full, understanding.
<b>List</b>	Give a sequence of brief answers with no explanation.
<b>Measures</b>	Assess the importance, effect or value of something.
<b>Most</b>	Greatest in amount; the majority of; nearly all of; at least 75% of the content which is expected has been included.
<b>Order</b>	Put the responses into a logical sequence.
<b>Outline</b>	Give a brief account or summary.
<b>Passable</b>	Just good enough for its purpose.
<b>Range</b>	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact.
<b>Some</b>	About 50% of the content which would have been expected is included.
<b>State</b>	Give a specific name, value or other brief answer without explanation or calculation.
<b>What</b>	Asking for information specifying something.
<b>Which</b>	Selecting information from a choice of possibilities.
<b>Why</b>	For what reason, cause or purpose has a selection been made.