



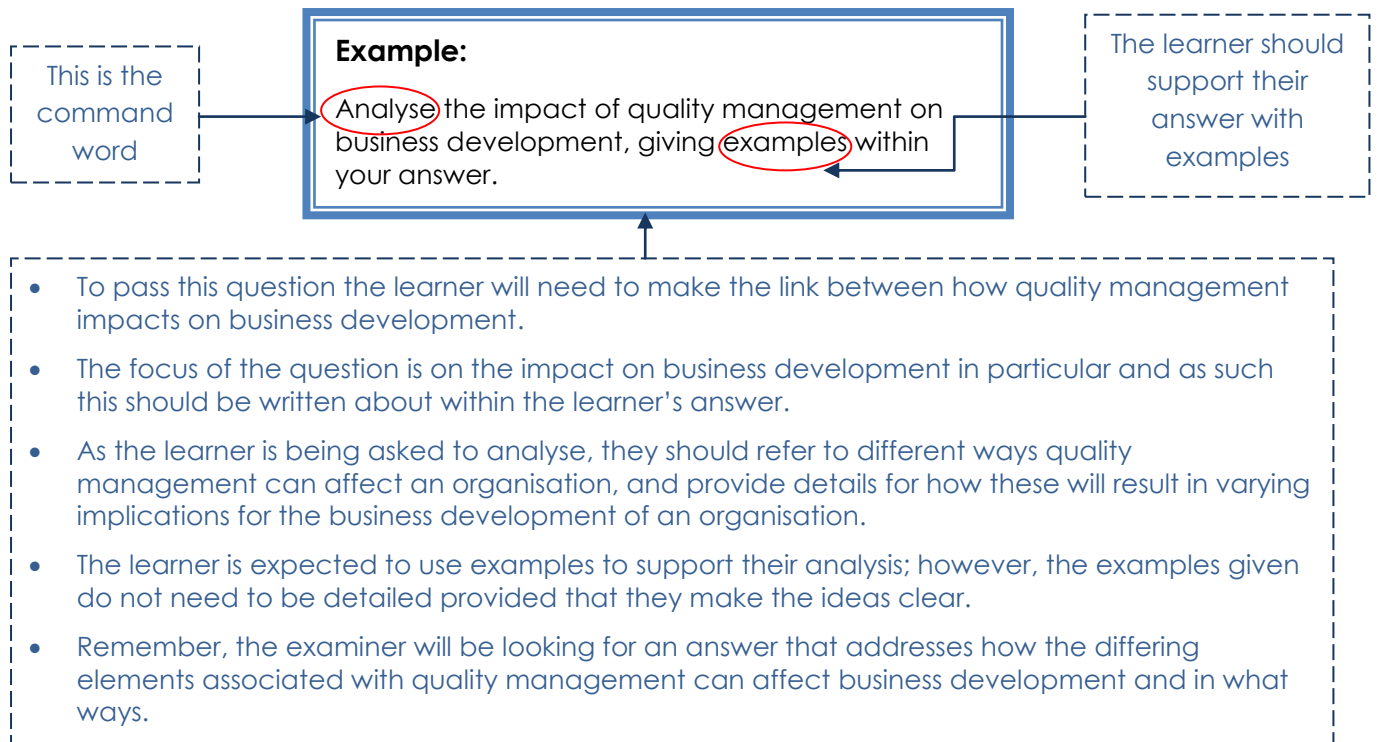
# A Guide to Examination Command Words

2014

## COMMAND WORDS AT LEVEL 4 DIPLOMA:<sup>1</sup>

**Analyse:** To separate information into components and identify their characteristics.

It is more than likely that the learner will be asked a question which expects them to “analyse” something. This involves separating a particular subject matter into different key sections or characteristics and components and then addressing each of these in relation to the question the learner is being asked. An analysis is not a description or a statement relating to what the subject matter is but a breakdown of features and/or components and characteristics which are then applied to the question.



### LEVEL 4

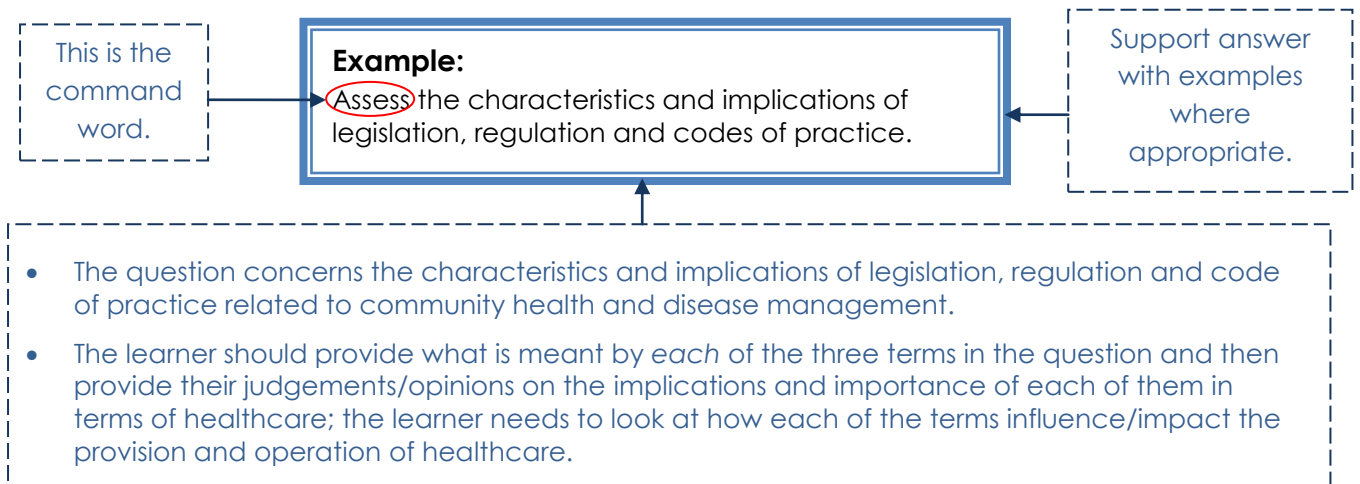
- The learner's analysis must clearly show that they have the ability to identify and use understanding.
- The learner's response should show that their understanding is appropriate and developed enough to fulfil the demands of the question.
- In analysing the impact of quality management on business development, clearly defined components and information should be referenced and apparent in the response with no confusion and the learner should demonstrate an ability to identify characteristics and separate information that they consider relevant.
- The question asks for “examples” (as opposed to “an example”). The learner cannot achieve a pass without using at least TWO examples.
- The learner must present an answer that puts forward a reasonable argument. The learner's ideas should be clear and their answer structured in sentences

<sup>1</sup> The definitions supplied for the command words throughout this document are taken from Ofqual's 2010 *Fair Access by Design*.

and paragraphs so that their ideas can be understood.

**Assess:** To make an informed judgement.

When the learner is being asked to assess something, they will have to provide judgement (their view on something). To answer a question which asks the learner to assess, the learner would write down the factors which need to be taken account. They will also assess these factors by providing judgement/opinions on them and argue why they have made these judgements.



<b>LEVEL 4</b>	<ul style="list-style-type: none"><li>• At Level 4, to pass, the learner must demonstrate that they have an understanding of the subject area. This understanding is demonstrated if the learner is able to assess the different types of legislation that affect the provision of health and care.</li><li>• It is not enough for the learner to list different legislations; they must write about the legislation(s) cited and make a judgement/form an opinion on the effectiveness and/or usefulness of the legislation.</li><li>• At this level, the learner needs to present an answer that puts forward a reasonable argument, have ideas that are clear, and have an answer structured so that their ideas are put across and can be understood. This is done by the learner writing their answer in sentences and by separating their ideas into paragraphs.</li></ul>
----------------	--

**Compare:** To identify similarities.

When in a question the learner is being asked to compare something, they will have to write about the similarities between what is given in the question. The learner should provide a reason behind these similarities rather than simply listing the similarities in their answer.

This question is asking the learner to compare and contrast THREE different sources in particular. As such, the learner will not be able to pass by analysing LESS than THREE.

This question has two command words.

**Example:**  
Compare and contrast THREE different sources of finance that Best Boilers could access to support their product portfolio extension plans.

Support answer with examples where appropriate.

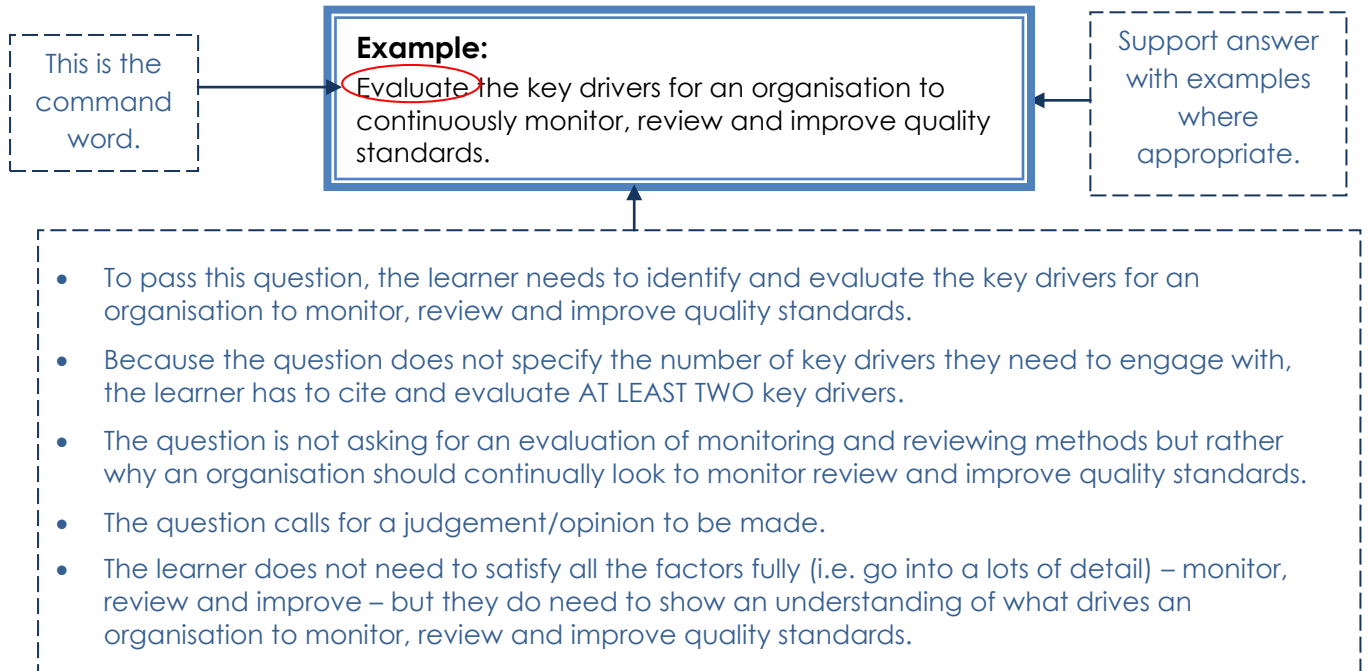
- This question is related to the different sources of finance available to businesses. The learner should provide any THREE appropriate sources of finance (working capital, short term loans, long terms loans, equity, etc.) and compare and contrast them, exploring the level to which the sources of finance they write about are similar and different to each other.
- The learner will be able to pass by identifying at least ONE similarity and at least ONE difference between each given source of finance in relation to the situation provided within the question.

**LEVEL 4**

- To pass, the learner is expected to show their understanding of the similarities and differences between various sources of finance.
- The learner should not only show their understanding of the themes involved and the characteristics that make up various sources of finance but apply that understanding to think about different viewpoints and separating factors associated with different finance sources.
- The learner need only demonstrate a comparison and contrast has taken place in order to pass but this must be evident.
- The learner needs to present an answer that puts forward a sensible argument, have ideas that are clear, and structure their response so that their ideas are put across and can be understood. This is done by writing their answers in sentences and by separating their ideas into paragraphs.

**Evaluate:** To judge from available evidence.

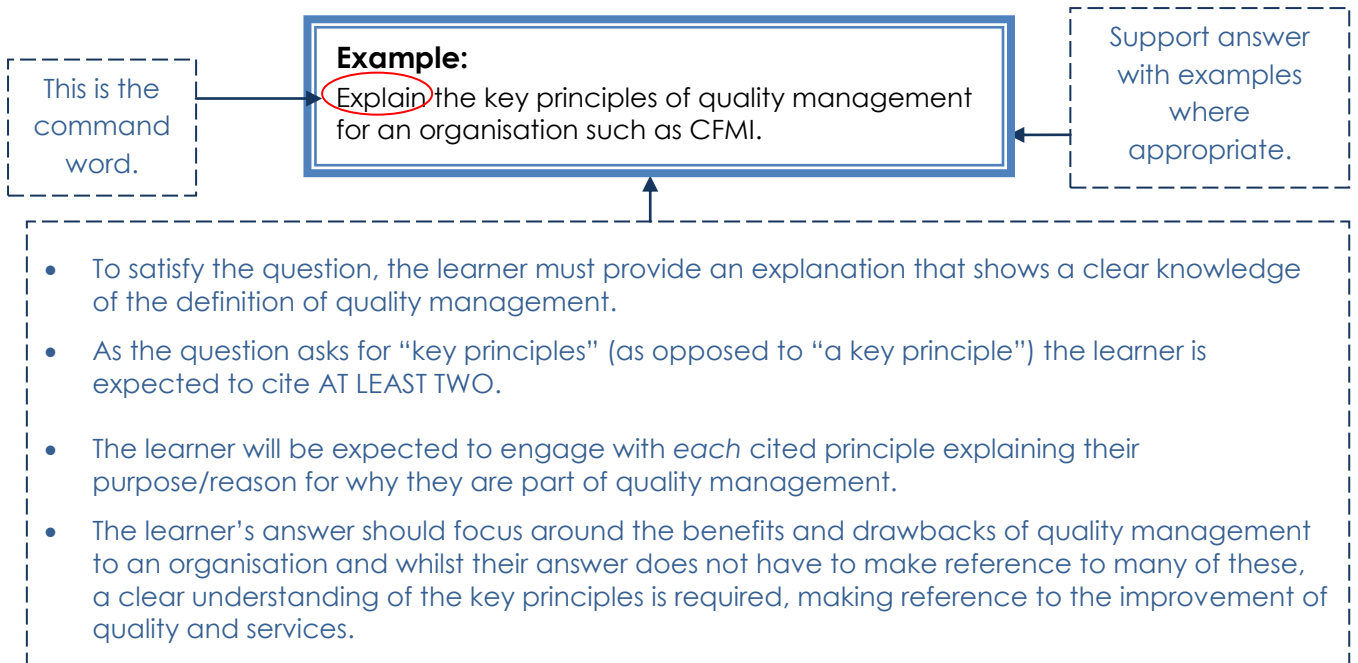
When the learner is being asked to evaluate something, they will state the strengths/pros and weaknesses/cons of it. It is always useful for the learner to support each of the points they make with a relevant example/theory that proves the point they have made. To evaluate well, it is expected that the learner looks at both the pros AND the cons of something so that their evaluation is not biased. And, taking these pros and cons into account, make a judgement on the item(s) being evaluated by arguing its quality, importance, value, relevance, and/or effectiveness.



<b>LEVEL 4</b>	<ul style="list-style-type: none"><li>• This is a level 4 unit and as such their learner's evaluation must clearly reflect their ability to understand why and how an organisation strives to improve quality standards.</li><li>• The evaluation given in the learner's answer must be appropriate to the question and show that they have evaluated the themes in a clear and focused way showing their insight.</li><li>• This will be evident by the learner writing in detail about the key drivers and their relationship with quality standards, addressing the impact of each in relation to a business.</li><li>• The learner should be able to provide judgement/opinions on each of the key drivers identified for an organisation to continuously monitor, review and improve quality standards.</li><li>• The learner must be able to present an answer that puts forward an appropriate argument. Ideas should be clear and structured in a way so that their ideas are put across and can be understood. This is done by writing their answer in sentences and by separating their ideas into paragraphs.</li></ul>
----------------	--

**Explain:** To set out purposes or reasons.

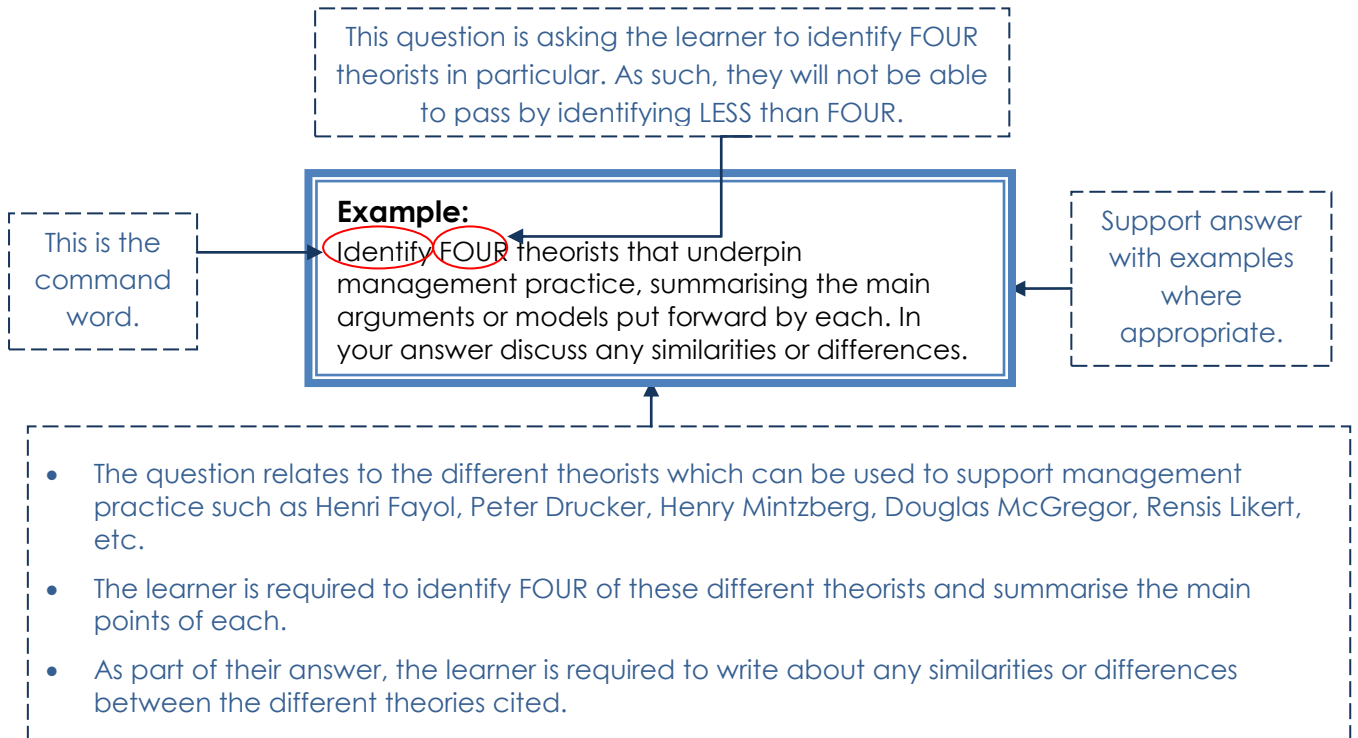
When the learner is being asked to explain, they will make a particular subject clear by describing it in more detail or setting out the relevant facts. It may be useful for the learner to pretend the person who will be marking their examination knows absolutely nothing about the subject area. This ensures that all aspects of the subject are written down clearly in their answer showing that they have a good understanding of what the question is asking. The learner will then have to provide reasoning to support all of the points they are making in their answer.



<b>LEVEL 4</b>	<ul style="list-style-type: none"><li>• The learner must be able show an ability, via an explanation, to identify the principles of quality management.</li><li>• The learner should relate their findings to the question itself showing their informed awareness and an ability to apply their knowledge of what quality management means to an organisation.</li><li>• The learner must be able to present an answer that puts forward a reasonable argument. The learner's ideas should be clear and their answer should be structured so that their ideas are put across and can be understood. This is done by writing their answer in sentences and by separating their ideas into paragraphs.</li></ul>
----------------	---

**Identify:** To name or otherwise characterise.

When the learner is being asked to identify something they will have to recognise/select what the question is asking. This could be as simple as identifying a certain number of items without much detail or it could involve a lot of detail engaging in an analysis. It all depends on the specific question.



**LEVEL 4**

- To pass, the learner is expected to show an understanding of the different views of the theories/theorists they write about.
- The learner can show this understanding by their ability to compare the ideas put forward by the different theories/theorists and writing about the similarities/differences between them.
- The learner needs to show that they are aware of how each theory is applied in a business context.
- At this level, the learner needs to present an answer that puts forward an appropriate argument, have ideas that are clear, and write an answer that is structured so that their ideas are put across and can be understood. This is done by writing their answer in sentences and by separating their ideas into paragraphs.

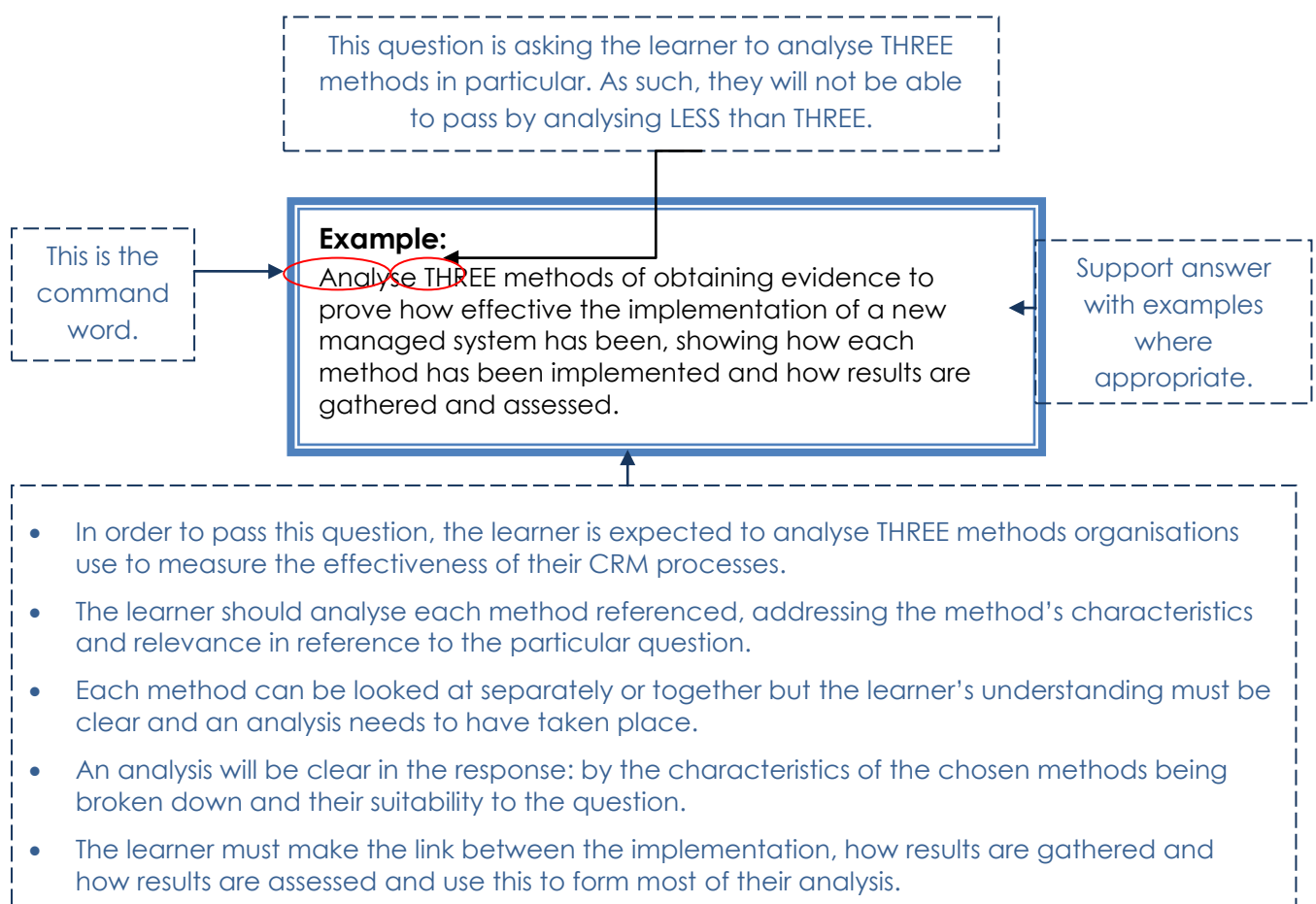
**N.B. Other commands words will be used at Level 4. For a list of these see page 28.**

## COMMAND WORDS AT LEVEL 5 DIPLOMA:

For Level 5 answers, the learner is expected to provide a more in-depth answer than they would for Level 4. The learner's answers will have to show that they have at least a relevant understanding of the subject that they are being tested on.

**Analyse:** To separate information into components and identify their characteristics.

It is more than likely, that the learner will be asked a question which expects them to 'analyse' something. This involves separating a particular subject matter into different key sections or characteristics and components and then addressing each of these in relation to the question they are being asked. An analysis is not a description or a statement relating to what the subject matter is but a breakdown of features and/or components and characteristics which are then applied to the question.



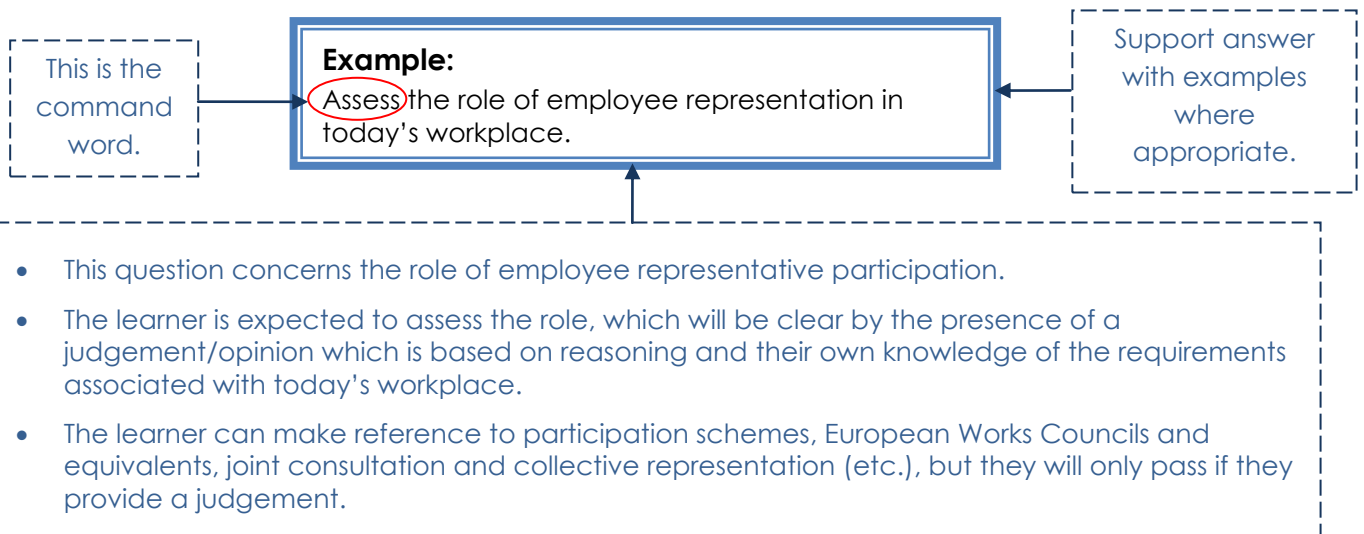
<b>LEVEL 5</b>	<ul style="list-style-type: none"> <li>• The learner is expected to show that they have a relevant understanding of the subject area. This level of understanding can be seen if they are not only able to analyse the different methods used by organisations to measure their CRM processes, but specifically argue how these methods actually work with the processes in an organisation in order to determine the effectiveness of their CRM.</li> <li>• The learner will need to show that they understand how these methods are employed: i.e. how these methods are integrated into the organisations' working practices in order ascertain the effectiveness of the processes that</li> </ul>
----------------	---



	<p>they have in place.</p> <ul style="list-style-type: none"> <li>At this level, the learner needs to present an answer that shows that they are able to present an argument that shows signs of focus, present ideas that are clear and well thought out, and have an answer that is structured so that their ideas are conveyed well. This is done through writing their answer in sentences and separating their ideas into paragraphs.</li> </ul>
--	---

**Assess:** To make an informed judgement.

When the learner is being asked to assess something, they will have to provide judgement (their views on something). To answer a question which asks the learner to assess, they would write down the factors which need to be taken account. The learner will also assess these factors by providing judgement/ opinions on them and argue why they have made these judgements.



<b>LEVEL 5</b>	<ul style="list-style-type: none"> <li>At Level 5, to pass, the learner must show that they have a relevant understanding of the role of employee representative participation. This appropriate knowledge will be clear only in answers where an assessment has taken place that contains a judgement/opinion that shows reasoning from within the response.</li> <li>At this level, the learner needs to present an answer that shows that they are able to present an argument that shows signs of focus, present ideas that are clear and well thought out, and write an answer that is structured so that their ideas are conveyed well. This is done by writing their answer in sentences and by separating their ideas into paragraphs.</li> </ul>
----------------	---

**Compare:** To identify similarities.

When in a question the learner is being asked to compare something, they will have to write about the similarities between what is given in the question. The learner should provide a reason behind these similarities rather than simply listing the similarities in their answer.

This question is asking the learner to critically compare TWO different payment systems in particular. As such, they will not be able to pass by writing about LESS than TWO.

This is the command word.

**Example:**

Critically compare TWO electronic payment systems a business may opt to use.

Support answer with examples where appropriate.

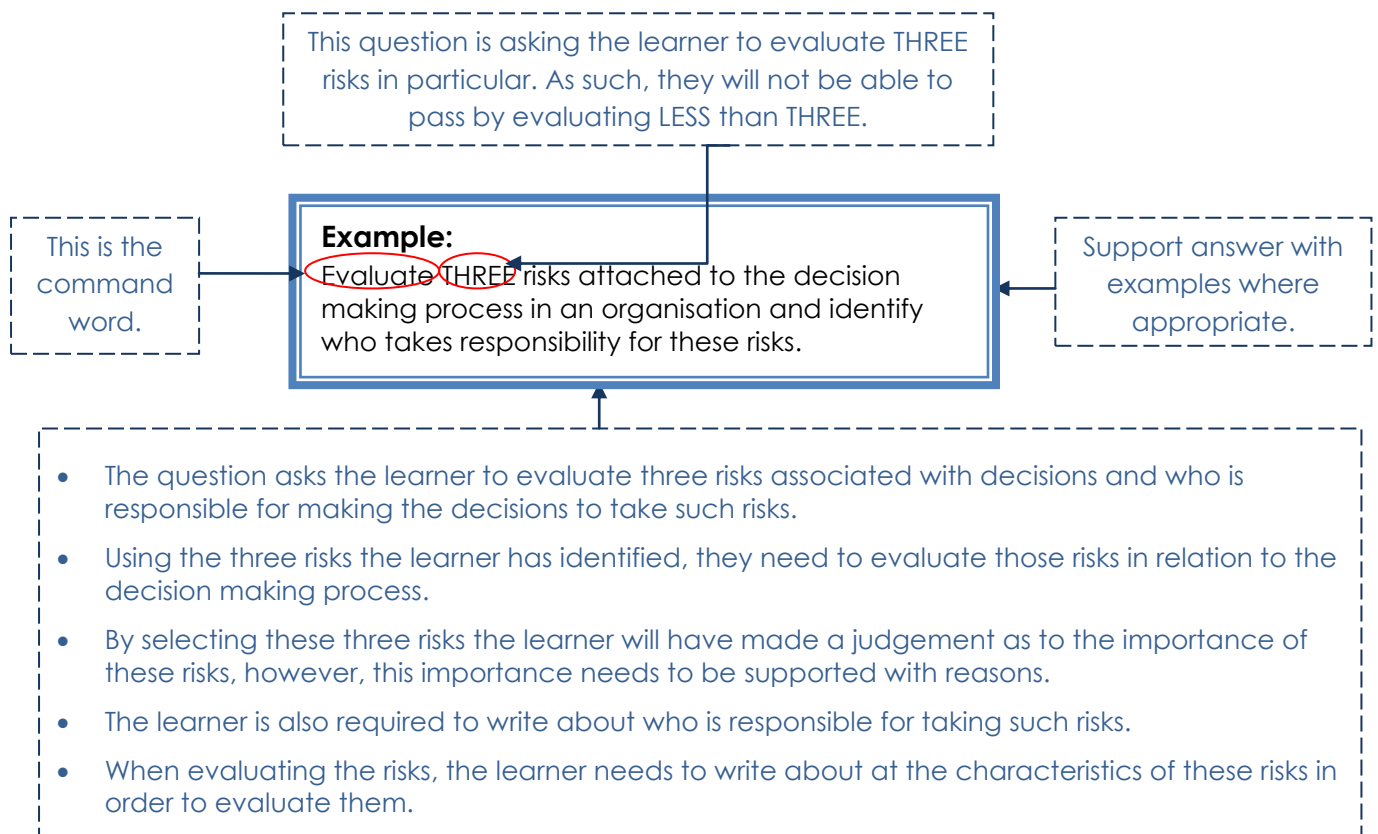
- To pass this question, the learner will need to critically compare TWO electronic payment systems that businesses may use such as electronic bill presentment/payment (EBPP), pre-paid, post-paid, PayPal, WorldPay, etc.
- The learner's answer must include both selected payment systems together, writing about the strengths and weaknesses of each and comparing them to each other.
- The learner is not being asked to look critically at each one of the selected payment systems on its own but rather compare both together and show an appropriate understanding of the effect of adopting either.
- It does not matter which payment systems are compared but the learner should be able to carry out a critical comparison that is detailed, that provides the reasons for using both of the systems and the factors linked to their use.

#### LEVEL 5

- As this is a Level 5 unit, to pass, the learner is expected to show a relevant understanding of the subject matter. In order to demonstrate this appropriate understanding, the learner is expected to show their ability to identify and compare similarities between different electronic payment systems.
- To present a critical comparison, rather than just a comparison, the learner will need to look at not only how the chosen electronic payment systems are similar, but the level to which they are similar; the learners should ask themselves "to what extent are they similar?".
- The learner should then be able to make suggestions as to when it is appropriate to use these systems.
- At this level, the learner needs to present an answer that shows that they are able to present an argument that shows signs of focus, present ideas that are clear and well thought out, and structure their answer so that their ideas are conveyed well. This is done by writing their answer in sentences and by separating their ideas into paragraphs.

**Evaluate:** To judge from available evidence.

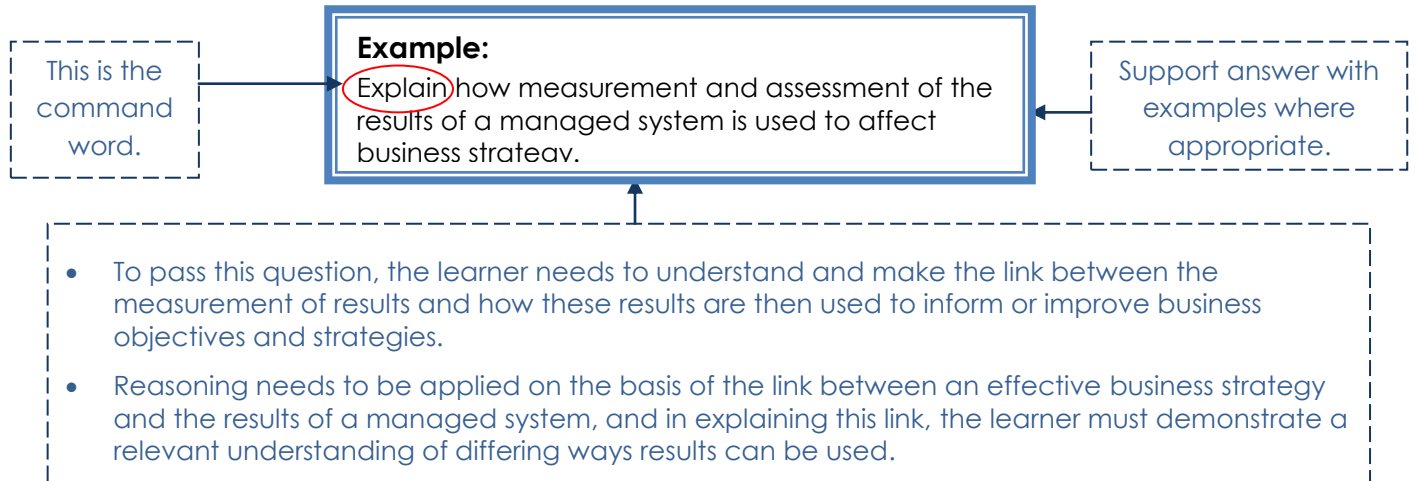
When the learner is being asked to evaluate something, they will state the strengths/pros and weaknesses/cons of it. It is always useful to support each of the points they make with a relevant example/theory that proves the point they have made. To evaluate well, it is expected that they look at both the pros AND the cons of something so that their evaluation is not biased. And, taking these pros and cons into account, make a judgement on the item(s) being evaluated by arguing its quality, importance, value, relevance, and/or effectiveness.



<b>LEVEL 5</b>	<ul style="list-style-type: none"><li>• To pass, the learner is expected to show a relevant understanding of the subject area. The learner is able to show this appropriate understanding within their answer by evaluating the risks involved in the strategic decision making process of an organisation.</li><li>• This evaluation will be clear when they write about various characteristics and components and reasons for their importance to the question.</li><li>• At this level, the learner needs to present an argument that shows signs of focus, have ideas that are clear and well thought out and present an answer that is structured so that their ideas are conveyed well. This is done by writing their answer in sentences and by separating their ideas into paragraphs.</li></ul>
----------------	---

**Explain:** To set out purposes or reasons.

When the learner explains they will make a particular subject clear by describing it in more detail or setting out the relevant facts. It may be useful for the learner to pretend the person who will be marking their examination knows absolutely nothing about the subject area. This ensures that all aspects of the subject are written down clearly in their answer showing that they have a good understanding of what the question is asking. The learner will also have to provide reasoning to support all of the points they are making in their answer.

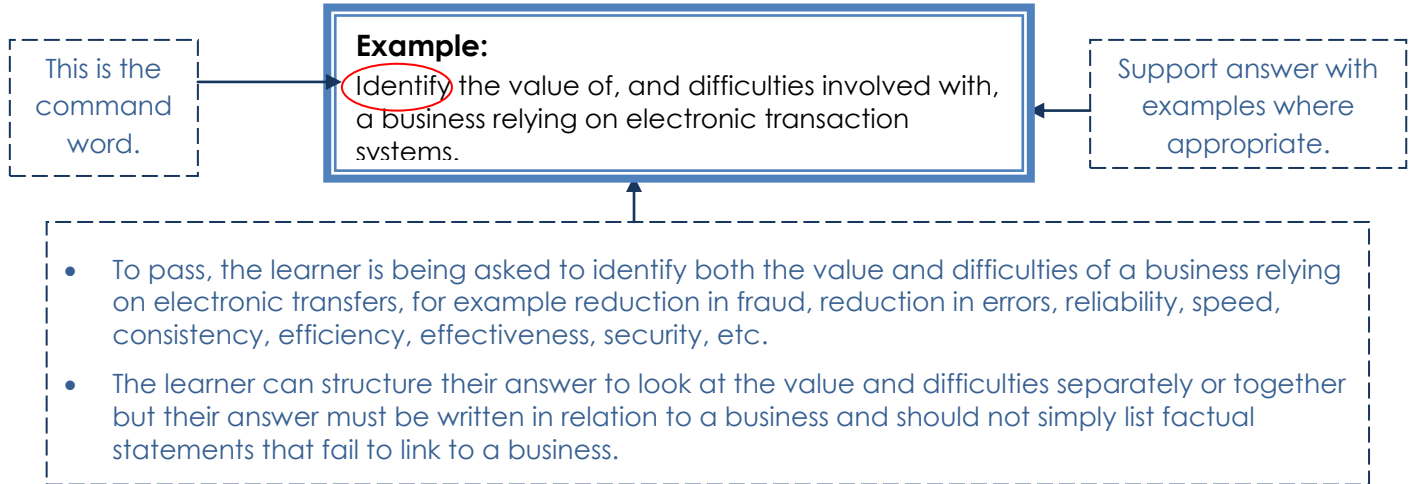


#### LEVEL 5

- This is a Level 5 unit and as such the learner will be expected to provide a response that demonstrates that they have a relevant understanding of the subject area. This level of understanding will be evident via their explanation of the themes within the question.
- The learner's response should look at the complex components associated with measurement and assessment in a way that suggests that they can comfortably provide a rationale and purpose in relation to the themes within the question and add appropriate reasoning throughout.
- The learner is expected to address how the information gathered by CRM analysis can be used to inform and improve CRM process and business objectives.
- At this level, the learner needs to present an answer that shows that they are able to present an argument that shows signs of focus, present ideas that are clear and well thought out, and is structured so that their ideas are conveyed well. This is done by writing their answer in sentences and by separating their ideas into paragraphs.

**Identify:** To name or otherwise characterise.

When the learner is being asked to identify something they will have to recognise/select what the question is asking them. This could be as simple as identifying a certain number of items without much detail or it could involve a lot of detail engaging in an analysis. It all depends on the specific question.



<b>LEVEL 5</b>	<ul style="list-style-type: none"><li>• To pass, the learner is expected to show a relevant understanding of the advantages and disadvantages of electronic transfers.</li><li>• Whilst the learner needs to write about both positive and negatives of using electronic transaction systems, this should be supported by their knowledge of why the cited key points are positive and negative, thereby showing an appropriate understanding of the subjects within the question.</li><li>• The learner should think about different viewpoints and show the impact electronic transfers can have on business.</li><li>• The learner needs to present an answer that shows that they are able to present an argument that shows signs of focus, present ideas that are clear and well thought out, and can write an answer that is structured so that their ideas are conveyed well. This is done by writing their answer in sentences and by separating their ideas into paragraphs.</li></ul>
----------------	--

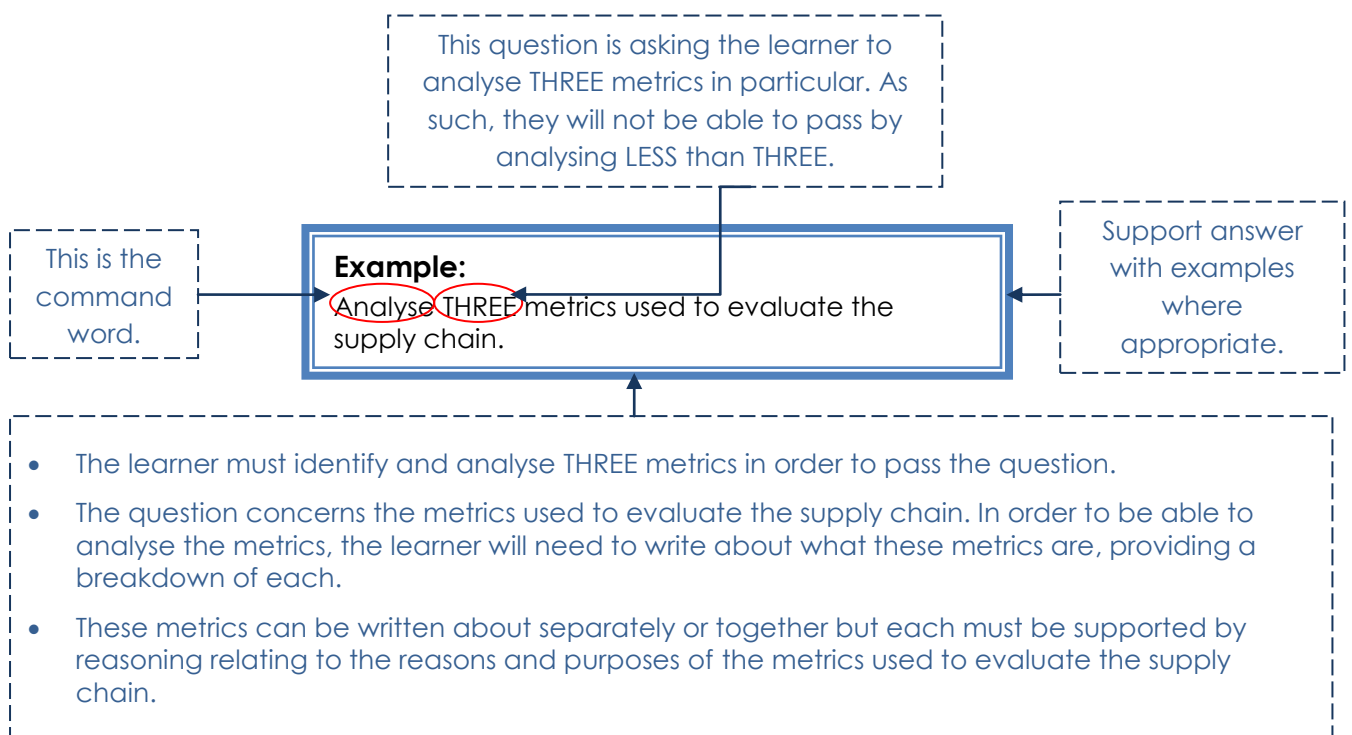
**N.B. Other command words will be used at Level 5. For a list of these see page 28.**

## COMMAND WORDS AT LEVEL 6 DIPLOMA:

For Level 6 answers, the learner is expected to provide a more in-depth answer than they would for either Level 4 or Level 5. The learner's answers will have to show that they have a very good understanding of the subject that they are being tested on.

**Analyse:** To separate information into components and identify their characteristics.

It is more than likely that the learner will be asked a question which expects them to 'analyse' something. This involves separating a particular subject matter into different key sections or characteristics and components and then addressing each of these in relation to the question they are being asked. An analysis is not a description or a statement relating to what the subject matter is but a breakdown of features and/or components and characteristics which are then applied to the question.

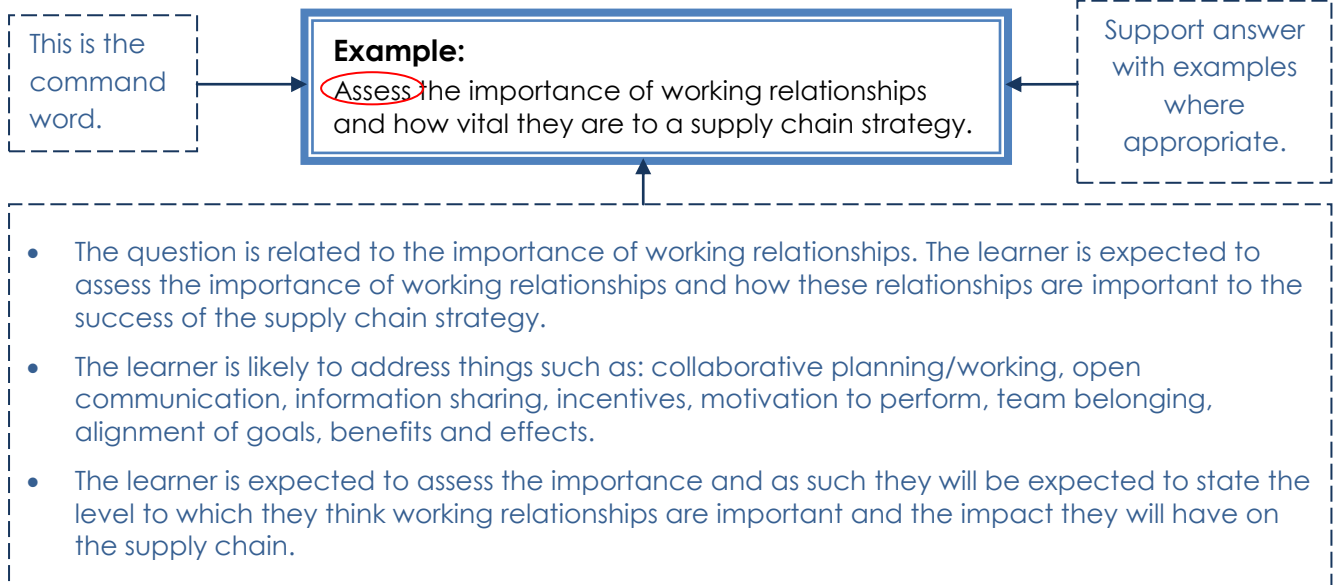


### LEVEL 6

- At Level 6, to pass, the learner must demonstrate that they have a very good understanding of the subject area. This very good understanding will be clear in responses that demonstrate not just knowledge surrounding the metrics themselves but also the reasoning for and purposes of the different metrics and why they are used to assess the supply chain.
- At this level, the learner needs to present an answer that shows that they have a good ability to present an argument that has focus, have ideas that are clearly thought out, and structure their answer so that their arguments and ideas are clearly conveyed. This is done by writing their answer in sentences and by separating their ideas into paragraphs.

**Assess:** To make an informed judgement.

When the learner is being asked to assess something, they will have to provide judgement (their view on something). To answer a question which asks the learner to assess, they would need to write down the factors which need to be taken account. The learner will also assess these factors by providing judgement/opinions on them and argue why they have made these judgements.

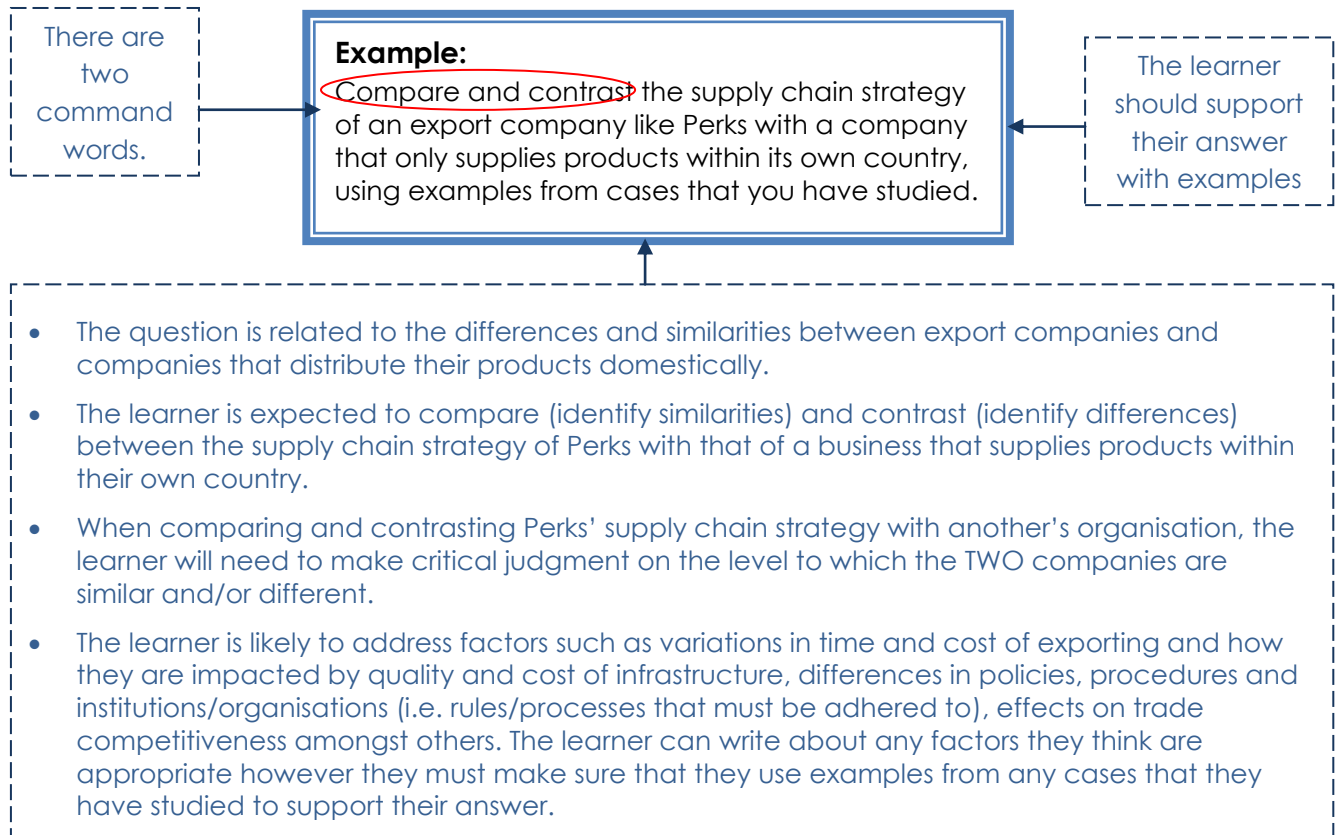


**LEVEL 6**

- As this is a Level 6 unit, to pass, the learner is expected to show a very good understanding of the subject area. They can show this very good understanding within their answer by providing an opinion on the evidence available on the characteristics of relationships with suppliers as part of differing supply chain strategies.
- The learner is expected to not just list the different characteristics of the relationships but provide judgements/opinions, based on the information, as to what the characteristics of these relationships are and how they will affect the supply chain strategy.
- At this level, the learner needs to show that they have a good ability to present an argument that has focus, have ideas that are clearly thought out and write an answer that is structured so that their arguments and ideas are clearly put across. This is done by writing their answer in sentences and by separating their ideas into paragraphs.

**Compare:** To identify similarities.

When in a question the learner is being asked to compare something, they will have to write about the similarities between what is given in the question. They should provide a reason behind these similarities rather than simply listing the similarities in their answer.



**LEVEL 6**

- As this is a Level 6 unit, to pass, the learner is expected to show a very good understanding of the subject area. The learner can show this very good understanding within their answer by making a critical judgement on the different supply chain strategies used by businesses.
- The learner is expected to write about different supply chain strategies that businesses use and write their opinions on how they are similar and different.
- As part of their answer, the learner is required to show critical thinking which will mean they need to provide detailed and objective arguments.
- At this level, the learner needs to show that they have a good ability to present an argument that has focus, have ideas that are clearly thought out and structure their response so that their arguments and ideas are clearly conveyed. This is done by writing their answer in sentences and by separating their ideas into paragraphs.



**Evaluate:** To judge from available evidence.

When the learner is being asked to evaluate something, they will state the strengths/pros and weaknesses/cons of it. It is always useful to support each of the points they make with a relevant example/theory that proves the point they have made. To evaluate well, it is expected that the learner will look at both the pros AND the cons of something so that their evaluation is not biased. And, taking these pros and cons into account, make a judgement on the item(s) being evaluated by arguing its quality, importance, value, relevance, and/or effectiveness.

This question is asking the learner to evaluate ONE national and ONE international financial reporting standard. The learner cannot pass if they write less than this.

This is the command word.

**Example:**  
Evaluate ONE national and ONE international financial reporting standard. In your answer, discuss any similarities and differences between the two.

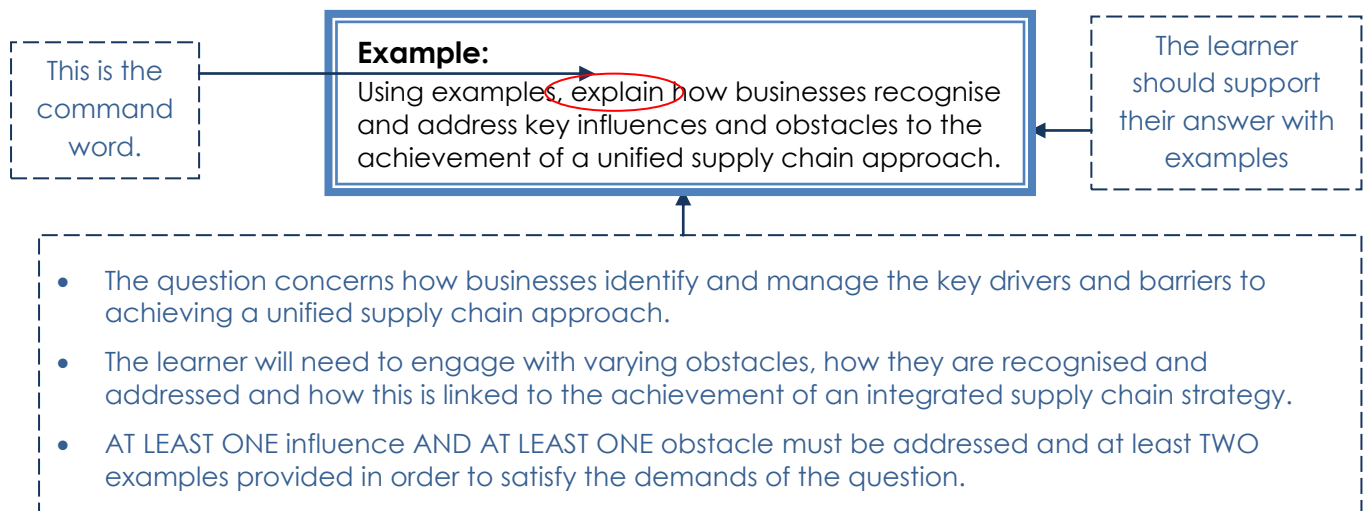
Support answer with examples where appropriate.

- The question relates to international and national financial reporting standards.
- The learner should write about one relevant international financial reporting standard and one national standard.
- The learner should also provide at least one similarity and at least one difference between the two standards and briefly evaluate the result of any differences.
- As part of their evaluation, the learner will need to have made an assessment/estimate on the level to which there are similarities and differences between the two standards written about.

<b>LEVEL 6</b>	<ul style="list-style-type: none"><li>• To pass, the learner is expected to show that they have a very good understanding of national and international standards for financial reporting.</li><li>• The learner will be expected to provide an answer that focuses around the similarities and differences of national and international standards, writing about how and why they are similar/different.</li><li>• It will not be enough to pass if the learner just provides a comparison (as opposed to an evaluation) that does not look at a reason for the similarities as this will not show that they have a very good understanding.</li><li>• At this level, the learner needs to present an answer that shows that they have a good ability to present an argument that has focus, have ideas that are clearly thought out, and can write an answer that is structured so that their arguments and ideas are clearly conveyed. This is done by writing their answer in sentences and by separating their ideas into paragraphs.</li></ul>
----------------	---

**Explain:** To set out purposes or reasons.

When the learner is being asked to explain, they will make a particular subject clear by describing it in more detail or setting out the relevant facts. It may be useful for the learner to pretend the person who will be marking their examination knows absolutely nothing about the subject area. This ensures that all aspects of the subject are written down clearly in their answer showing that they have a good understanding of what the question is asking. The learner will also have to provide reasoning to support all of the points they are making in their answer.

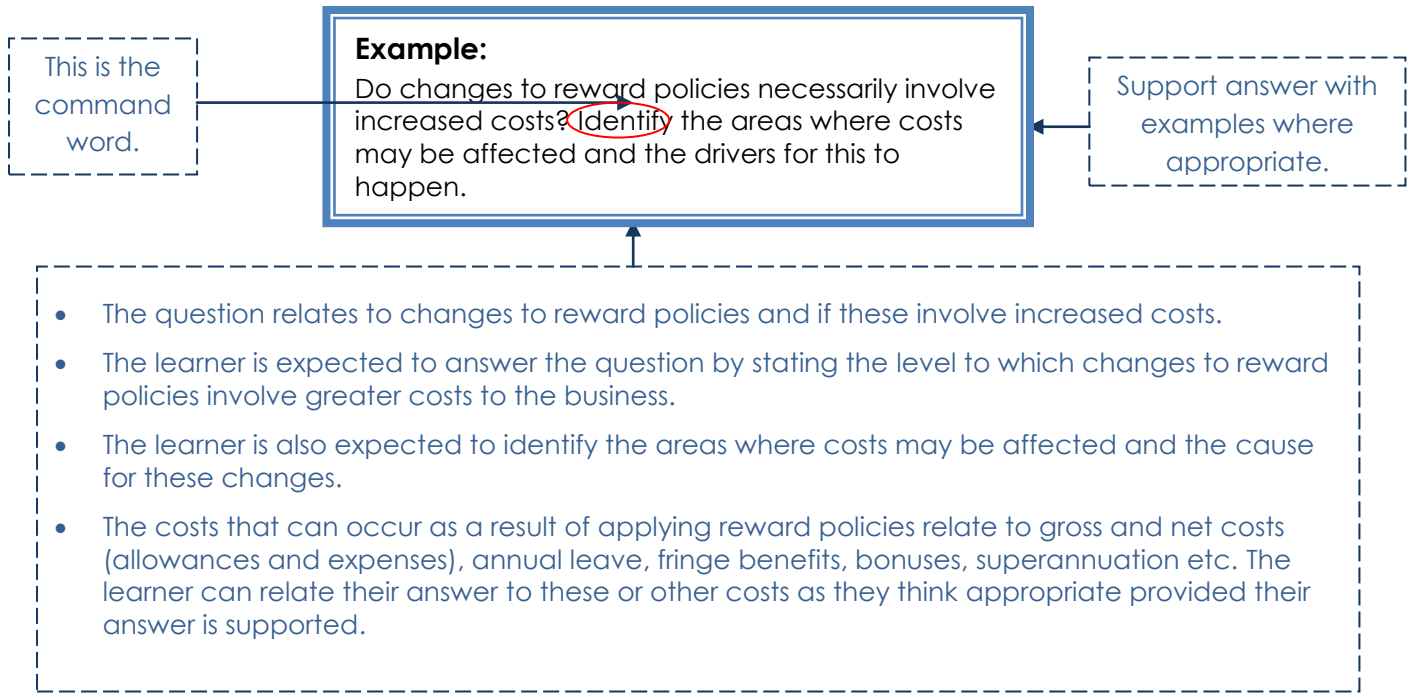


**LEVEL 6**

- The learner must demonstrate that they have a very good understanding of the subject area.
- In order to show that they have this level of understanding, the learner needs to effectively explain, by setting out the purposes and reasons, as to how and why businesses can identify and manage the barriers to achieving an integrated supply chain strategy.
- The learner must look closely at the cited barriers and explain how these barriers can be overcome in order to improve the supply chain strategy.
- It will not be enough for the learner to simply state that managing barriers improves the supply chain; they need to argue how and in what way.
- At this level, the learner needs to present an answer that shows that they have a good ability to present an argument that has focus, have ideas that are clearly thought out, and write an answer that is structured so that their arguments and ideas are clearly conveyed. This is done by writing their answer in sentences and by separating their ideas into paragraphs.

**Identify:** To name or otherwise characterise.

When the learner is being asked to identify something they will have to recognise/select what the question is asking. This could be as simple as identifying a certain number of items without much detail or it could involve a lot of detail engaging in an analysis. It all depends on the specific question.



**LEVEL 6**

- To pass, the learner is expected to show a very good understanding of the subject area. The learner is able to show this very good understanding within their answer by finding out the costs that a business can face when changes are made to performance reward policies.
- In order to find out the costs of making such changes, the learner is expected to not just list the different types of costs faced by a business that relate to reward policies but write their answer so that they show that they have a very good understanding of how these costs will be affected by changes made to reward policies.
- At this level, the learner needs to show that they have a good ability to present an argument that has focus, have ideas that are clearly thought out and can structure their response so that their arguments and ideas are clearly conveyed. This is done by writing their answer in sentences and by separating their ideas into paragraphs.

## OTHER COMMAND WORDS

The following command words will also be found at Levels 4, 5 and 6.

**Contrast:** To identify differences.

When in a question the learner is being asked to contrast something, they will have to write about the differences between what is given in the question. The learner will have to show that they understand *why* the differences exist. If they simply provide a list of the differences, they will not pass the question.

**Define:** To specify meaning.

To define, the learner will have to set out the meaning of a particular word or phrase. When being asked to define a word, the learner will either have to write the exact meaning of it or they could also be asked to define information a little more broadly. As such, they will then have to describe the nature and/or properties of this information.

**Describe:** To set out characteristics.

To describe something, the learner will need to set out the characteristics of the subject provided in the question. This could be an event, where they will have to provide a detailed description of how the event occurred in sequence, or it could be a concept where they will have to provide detailed information on all the properties of the concept.

**Discuss:** To present key points.

When the learner is being asked to engage in a discussion, they will write about a particular subject ensuring that they take into account the different issues or ideas around it. The learner may then reach a conclusion to their own ideas about the subject matter. This discussion should always be detailed to reach the higher grades.

**Examine:** To investigate closely.

When being asked to examine something, the learner will have to perform a detailed inspection of it to determine the nature of the information given. This inspection should be thorough to form a reliable conclusion of the information.

**Justify:** To support a case with evidence.

When the learner is being asked to justify something, they will have to demonstrate/provide evidence to support it. The learner cannot just provide a fact without any proof that what they are writing is true. The learner's answer will need to include lots of evidence (these may be theories) to support what they are writing.

**Summarise:** To present principle points without detail.

When summarising something, the learner will have to write about the points surrounding a subject area but without going into detail. This will be fact-based rather than opinion based.

